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总主编：郑树棠

视听说教程
VIEWING, LISTENING & SPEAKING

智慧版

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

第三版
THIRD EDITION

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新视野大学英语 2

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前言

1 编写背景

《新视野大学英语》于2001年首次出版，是一套教学理念独到、教学模式创新的立体化大学英语教材，自出版以来，受到高校师生的广泛好评。其所引领的将计算机网络技术引入大学英语教学的模式取得了显著的教学效果。2008年出版的《新视野大学英语》(第二版)在传承第一版经典特色的基础上，根据我国高等教育发展形势与教学改革趋势，对教学理念、教学内容和教学方法进行了全方位提升和完善。

外语教学始终同国家的发展息息相关。目前，我国的经济发展进入新常态，更加突出体现在重视质量、效益和可持续发展，以实现“两个一百年”的奋斗目标。国家的发展对于高素质国际化人才的需求，远远超过以往任何一个时期。即将颁布的《大学英语教学指南》根据国家发展和教学改革的需要，更加强调教学质量的重要性，强调对学生英语应用能力和综合文化素养的培养。根据《大学英语教学指南》，大学英语教学的主要内容可分为通用英语、专门用途英语和跨文化交际三个部分，由此形成相应的三大类课程。大学英语课程由必修课、限定选修课和任意选修课组成。

《新视野大学英语》(第三版)是为通用英语阶段设计的系列教材。编写团队本着严谨、务实的态度，深入调研高校大学英语课程教学现状，全面摸底大学新生入学英语水平，全面设计、全新编写了《新视野大学英语》(第三版)系列教材。第三版保持《新视野大学英语》一、二版的优势与特色，进一步落实教学分类指导、因材施教的原则，支持各高校根据学生入校英语水平，以及所选择专业的英语要求，适当调整通用英语阶段教学要求。

2 编写依据

《新视野大学英语》(第三版)认真贯彻《国家中长期教育改革和发展规划纲要(2010-2020)》和《关于全面提高高等教育质量的若干意见》的精神，在立足大学英语教学实际的基础上，引入先进外语教学理念，融合国际优质教育资源，采用科学的教学设计和多样的教学手段，有效提升学生英语综合应用能力，支持教师提高课堂教学质量，推动大学英语教学迈向新台阶。

《新视野大学英语》(第三版)在设计与编写中遵循以下整体原则：

在课程性质上体现工具性与人文性的有机结合

《新视野大学英语》(第三版)一方面遵循通用英语阶段语言学习规律，采取有效教学方法，全面提升学生的英语实际应用能力，一方面通过学习材料和活动设计培养学生的人文素养与综合素质，使学生在认识世界、了解社会、发现自我的过程中，树立正确的价值观，增进文化理解力，提高跨文化交际能力，从而实现工具性和人文性的有机统一。

在教学目标上体现个性化教学的需求

《新视野大学英语》(第三版)针对大学英语课程体系中通用英语课程的教学要求开发，总体目标是培养学生英语听、说、读、写、译的语言技能，同时达到增加知识、拓展视野、提高能力、提升文化素养的目的。教材共有4个级别，在主题内容、词汇分布和练习形式

等方面充分考虑了难度的递进，学校可以根据学生的起点水平进行个性化选择，使学生通过不同级别的学习达到通用英语阶段的基本要求或提高要求。

在教学理念上体现“以教师为主导、以学生为主体”

《新视野大学英语》（第三版）体现“以教师为主导、以学生为主体”的教学理念，采用丰富多样的练习设计，激发学生学习兴趣，便于教师灵活指导，选取最佳的教学方法，鼓励学生主动参与，提高课堂教学效果。此外，教材注重培养学生的学习能力和学习策略，通过探究式、合作式活动引导学生积极思考和创新实践，通过对新知识、文化点和学习策略的讲解帮助学生掌握正确方法，使教学活动真正实现由“教”向“学”的转变。

在教学手段上体现教学的立体化、个性化与便捷性

《新视野大学英语》（第三版）充分体现信息技术给教育模式带来的变革，根据学生学习特点、教师教学习惯和学校教学环境的变化，构建U校园智慧教学云平台，为教、学、评、测、研提供全方位支持，通过高效便捷的教学工具、丰富多样的教学资源与无缝对接的多终端支持，助力教师优化教学流程、丰富教学设计、创新教学模式；同时，满足学生在多模态环境下的个性化学习，帮助师生共建智慧课堂，实现智慧学习。



3 教材特色

《新视野大学英语》（第三版）的筹划、设计和编写历经多年，编写团队本着对教学负责、对学生负责的态度，精心选材，严谨编写，力求在帮助学生切实提高语言交际能力的同时，还能引导他们辨别多元视角、对比不同文化、深入思考问题，有助于他们成为具有社会责任感、国际视野和创新精神的高素质人才。《新视野大学英语》（第三版）的教材特色主要体现在以下方面：

选材富有时代气息，体现思辨性和人文性

教材充分考虑时代发展和新一代大学生的特点，选材富有时代气息，主题多样，涵盖社会、历史、经济、哲学、科技、文化等不同领域。选篇注重思想性和趣味性的结合，文章安排注意观点的相互碰撞和补充，激发学生的思辨力与创新思维，培养学生以多元视角看待个人、社会和世界。视听说分册包含丰富的BBC原版音视频，语言鲜活、语音纯正、语境真实，展现各国风土人情和文化传统，开拓学生视野，增强学生的文化感知力和理解力。

练习活动形式多样，培养语言能力和跨文化能力

与一、二版相比，第三版教材保持了练习的丰富性和系统性，并进一步加强了练习的思辨性、应用性和文化对比性。练习设计遵循语言学习的内在规律，目的明确、安排有序，既包括单项技能训练，也包括综合语言运用，输入与输出结合，线下与线上结合。语言活动注重思维训练，培养跨文化意识，通过批判性问题启迪学生思考，通过对比翻译引导学生理解和表达中西文化差异，通过场景真实的交际任务培养学生解决实际问题的能力。

教学设计循序渐进，打好基础，学用结合

教材设计基于对大学生英语水平和高校英语教学现状的细致调研，编写时充分考虑基础教育阶段与高等教育阶段英语教学的衔接，各级别定位清晰，难度逐步提升。教材通过科学严谨的材料选择与词汇编制，对核心词汇及搭配的重点练习，以及对语言技能的综合训练，帮助学生进一步打好语言基本功。同时，教材注意语言知识与语言应用的关系，通过练习引导学生掌握规律、举一反三、活用语言，提高语言的实际应用能力。

教学资源丰富立体，引领混合式教学模式

第三版教材倡导课堂教学与自主学习结合的混合式教学模式，通过创建全新的U校园智慧教学云平台，提供丰富的教学资源、立体的教学环境和便捷的多终端教学管理工具，整合混合式教学全流程，帮助教师实现课堂内外的有机结合与开放互动。除主干课程外，在数字课程体系中新增配套类课程（如第三版系列内的“长篇阅读”和“综合训练”等）和拓展类课程（如技能提升课程、语言文化课程、商务职场课程等），院校可自主选择线下、线上或混合教学的模式。教材同时配备PC端和移动端数字课程，优化教学体验，提升教学效果。此外，外研随身学App等移动学习工具帮助学生充分利用碎片化时间，向主动学习、自主学习、个性化学习的方向发展。

教学与评估并重，帮助教师实现教学相长

第三版教材为教师提供丰富多样的数字化教学资源，便于教师进行个性化教学，还创建了教师实时共建和分享备课资源的Ucreate交流平台，鼓励教师合作创新。同时，教材提供全面的形成性与终结性评测手段，多维度、可视化的学习数据统计以及基于数据的学情预测和教学建议，便于教师及时、准确了解学生学习状况，调整教学思路，改进教学方法。此外，对基于数字技术的混合式教学模式、网上合作学习模式、教学评估模式等新领域的探索，还能为教师提供研究思路与实证数据，助益教师的教学与学术发展。

4 教材构成

《新视野大学英语》（第三版）根据通用英语阶段的基本要求或提高要求，设计有1—4级，供两个学年使用。每一级别包含《读写教程》（配教师用书）、《听说教程》（配教师用书）、《视听说教程》（配教师用书）、《泛读教程》、《长篇阅读》和《综合训练》。同时提供与教材配套的学习光盘、教学课件、试题库、U校园智慧教学云平台、移动应用等教学资源。不同课程、不同媒体之间紧密联系，相互支持，互为补充。

《新视野大学英语》（第三版）系列教材均为全新编写。《听说教程》配合《读写教程》的中心话题展开多种形式的听说训练。《泛读教程》、《长篇阅读》和《综合训练》三个分册也与《读写教程》单元主题呼应，是对《读写教程》的补充、强化与拓展。《视听说教程》基于英国培生教育出版集团的经典教材*Speakout*进行全面改编，既保留了视听资源地道鲜活的优势，又符合国内高校教学的需求与特点。

《读写教程》以有效巩固和扎实培养学生的语言知识和技能为特色，通过视角多元、内涵丰富的选篇以及形式多样的练习，着重提高学生的读、写、译能力。《听说教程》听力素材形式多样，内容生动丰富，设计循序渐进，帮助学生夯实语言基础，切实提升英语听说交流能力。《视听说教程》视听资源生动地道，文化信息丰富，交际场景真实，有效提高学生的听说能力与跨文化交际能力。《泛读教程》注重阅读方法培养，提供多样的选篇和练习，帮助学生扩展词汇、开阔视野，提高英语阅读能力。《长篇阅读》通过有效的训练，培养学生的阅读策略，提高“快速 + 准确”获取信息的能力。《综合训练》与《读写教程》紧密相联，提供词汇、语法、翻译和阅读等方面的练习，帮助学生巩固语言知识，提高语言技能。

《新视野大学英语》（第三版）遵循分类指导、因材施教的教学原则，通过多种途径为个性化教学提供支持。系列教材中包括不同级别和不同分册，还提供丰富多样的网络课程与数字化教学资源，为教学提供了较大的选择空间。教师可根据学校和学生实际情况，依据基于本校特色的教学目标和教学要求，自主选择教学材料和教学方法，逐步提高学生的语言能力和跨文化交际能力，培养学生的自主学习能力和综合文化素养，从而实现相应的教学目标。

5 编写团队

《新视野大学英语》（第三版）项目总负责人、教材总主编为上海交通大学郑树棠教授。全国数十所高校的几十名资深教授和中青年骨干教师参与了系列教材的设计、编写和制作。参与《视听说教程》编写和制作的还有英国培生教育出版集团的英语教育专家和教材编写专家。在教材编写和修改定稿的过程中，有多位外籍专家学者参与审定和指导。

《新视野大学英语》（第三版）应新时代的召唤诞生，从筹划到出版历经数年，期待以全新面貌为新时期的大学英语教学发展贡献力量。因教材为全新编写，难免有不足之处，还将在使用过程中收集反馈建议，希望专家、老师和同学在审阅和使用中多提宝贵意见，以使教材不断改进和完善。

编 者

2015 年 3 月

编写及使用说明

《视听说教程》是《新视野大学英语》（第三版）系列教材中的主干教材。本教程使用英国培生教育出版集团经典教材 *Speakout* 的原声素材，以即将颁布的《大学英语教学指南》为指导，结合大学英语教学的新发展和新需求，全新设计和编写。

1 教材特色

选材真实地道，语料丰富，题材多样

精心挑选 BBC 原版音视频材料，让学生聆听地道多元的语音，学习鲜活实用的语言，体验真实的交际情境，领略世界各地的文化生活，达到拓宽视野、拓展思维、提高语言应用能力和跨文化交际能力的目的。

活动设计科学，形式生动，操作性强

听说活动的设计吸收国内外先进的教学理念和教学方法，采用灵活多样的形式，激发学生兴趣，提高课堂参与度。练习活动将语言输入与输出紧密结合，目标明确，步骤清晰，方便课堂操作，帮助学生有效提高听说能力。

技能训练有效，循序渐进，稳步提升

听说技能讲解详尽，内容安排由易到难，与练习活动相结合，帮助学生认识到学习方法和交际策略的重要性，养成良好的学习习惯，提高学习效率，提升自主学习能力。

依托数字平台，资源立体，使用灵活

提供教材、数字课程和移动应用等组成的立体化资源体系，支持课堂教学与自主学习的有机结合，学校可根据教学需要选择多样的视听教学资源，采用个性化的教学方法。

2 教材结构

Learning objectives

提供清晰具体、可量可测的学习目标，帮助学生明确学习重点，便于学生自我评价。

Traces of the past

Learning objectives

- talk about past events and their impacts on the present
- listen for specific information
- keep a conversation going
- conduct an interview

Opening up

通过图片、测试、讨论等生动形式导入单元主题，激发学生兴趣，调动他们深入了解主题、探讨主题的积极性。



Listening to the world

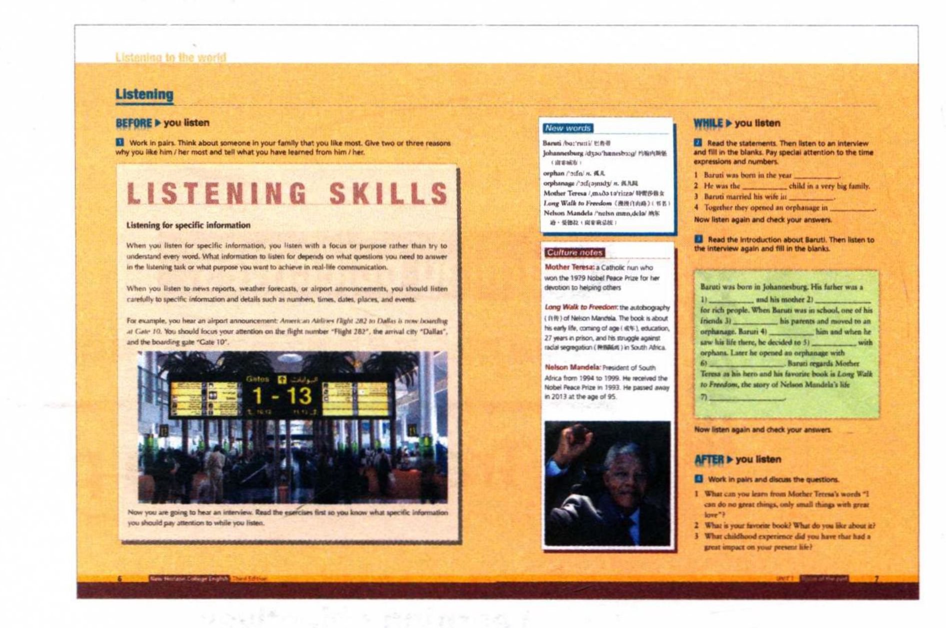
选取 BBC 音视频材料，设计丰富的听说活动，辅以听力技能讲解，有效提升学生的英语听力技能。

Sharing

- 街头采访视频：围绕单元主题设计，受访者就特定话题讲述个人经历或阐释看法，为学生提供语言示范和观点分享。
- 视听理解练习：按每个分话题展开，有效控制难度，帮助学生透彻理解内容。
- 口语输出活动：结合学生自身经历，激发兴趣，启迪思考，提升表达能力。
- 语言文化注释：根据需要，提供简明扼要的语言与文化知识讲解。

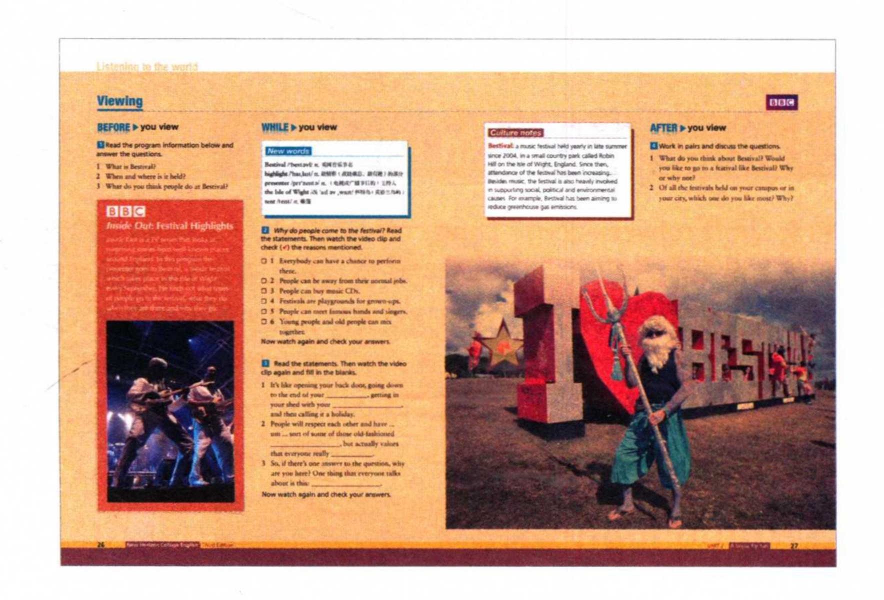
Listening

- 原版音频材料：情境自然，真实地道，形式丰富，包括对话、故事、访谈、讲座、广播节目等。
- 相关听力练习：步骤清晰，循序渐进。Before you listen 导入主题，激发学习兴趣；While you listen 引导理解内容，捕捉重要信息；After you listen 基于听力主题，训练学生的思维能力、表达能力和交际能力。
- 听力策略讲解：包括找出关键信息、捕捉重要细节、理清逻辑、巧记笔记、有效推测等，注重授人以渔，强调灵活应用。



Viewing

- 原版视频材料：展现大千世界与多元文化，使学生感知社会万象与异域特色，帮助学生开拓视野，增进文化理解力，提升文化沟通力。
- 相关视听练习：步骤设计合理，训练由易到难。帮助学生激活相关知识，充分理解和挖掘视频内容，并能联系主题进行拓展性思考和口语输出训练。



Speaking for communication

基于丰富的语言输入材料，设计口语活动，配合详尽的口语策略讲解，提高学生的口语能力。

Imitation (Books 1-2)

语音模仿活动：只出现在第 1、2 级。从 Listening to the world 原版音视频中精选地道、常用的口语表达，录制英式和美式发音两个版本，供学生模仿跟读，纠正发音，优化语音语调。

Role-play

- 角色扮演活动：基于日常生活实用情景设计，以原版听力材料为输入，以听促说，有助于学生理清思路，提高口语表达能力。
- 口语策略讲解：帮助学生掌握规律，提高技能，在实际运用中做到举一反三，活用语言。



Group discussion

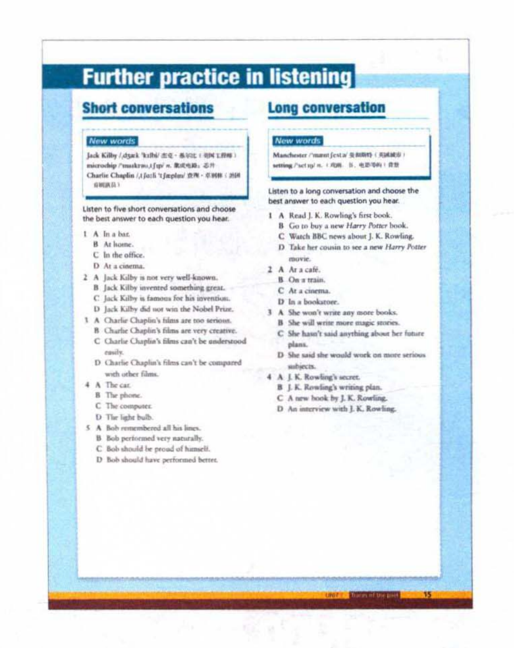
小组活动任务：话题丰富，形式多样，包括口头报告、模拟场景、小组辩论等。通过“材料输入—任务分解—共同讨论—合作输出”的活动过程，引导学生积极参与，培养创新思维和团队意识。

Public speaking (Books 3-4)

英语演讲训练：只出现在第 3、4 级。以“讲解—范例—练习”的形式，讲解如何准备演讲稿、如何使用肢体语言、如何吸引听众注意等技巧，训练学生的演讲能力与学术技能，在更高层次上提升语言应用能力。

Further practice in listening

包含 Short conversations、Long conversation、Passages 三个部分，提供与单元主题相关、内容丰富的听力材料，通过 1-4 级的学习，循序渐进地提高听力技能。从较慢语速开始，逐步到中等语速、篇幅较长的音频材料，训练掌握中心大意、抓住要点和主要信息的能力。



Further practice in listening

Short conversations

New words

Jack Kilby

microchip

Charlie Chaplin

Listen to five short conversations and choose the best answer to each question you hear.

1 A In a bar.
B At home.
C In the office.
D At a cinema.

2 A Jack Kilby is not very well-known.
B Jack Kilby invented something great.
C Jack Kilby is famous for his invention.
D Jack Kilby did not win the Nobel Prize.

3 A Charlie Chaplin's films are too serious.
B Charlie Chaplin's films are very creative.
C Charlie Chaplin's films can't be understood easily.
D Charlie Chaplin's films can't be compared with other films.

4 A The car.
B The phone.
C The computer.
D The light bulb.

5 A Bob remembered all his lines.
B Bob performed very naturally.
C Bob should be proud of himself.
D Bob should have performed better.

Long conversation

New words

Manchester

setting

Listen to a long conversation and choose the best answer to each question you hear.

1 A Read J. K. Rowling's first book.
B Go to buy a new *Harry Potter* book.
C Watch BBC news about J. K. Rowling.
D Take her cousin to see a new *Harry Potter* movie.

2 A At a café.
B On a train.
C At a cinema.
D In a bookstore.

3 A She won't write any more books.
B She will write more magic stories.
C She hasn't said anything about her future plans.
D She said she would work on more serious subjects.

4 A J. K. Rowling's secret.
B J. K. Rowling's writing plan.
C A new book by J. K. Rowling.
D An interview with J. K. Rowling.

Wrapping up

与本单元 Learning objectives 呼应，便于学生考查学习情况，反思学习过程，培养自我评价、自我提升的习惯。

3 教材资源

《视听说教程》提供立体、便捷的 U 校园智慧教学云平台，使数字课程和移动学习资源成为教材的有效补充、扩展和延伸。

通过 U 校园平台，《视听说教程》的数字课程提供更丰富的学习资源和学习工具，使学生在课堂学习之外，还能进行多样化、个性化的自我训练和提高。对于跟读、角色扮演等口语活动提供语音评测，通过多维度的反馈帮助学生提升语音语调。同时，平台还为教师提供优质的题库资源与多样的测评手段，方便教师及时评估和考查学生的学习情况。此外，第三版开创性地设计和研发了基于移动终端的学习资源，包括移动端数字课程和外研随身学 App 等，帮助学生充分利用碎片化时间学习，培养自主学习习惯，提高自主学习能力。

各高校可根据本校实际教学需要选择不同的资源组合方式，使教材与数字课程相结合，课堂教学与自主学习相结合，为教师和学生提供立体化、个性化的开放教学空间。

4 编写团队

《新视野大学英语》（第三版）系列教材总主编为上海交通大学郑树棠。

《新视野大学英语（第三版）视听说教程 2》主编为金霞。参加编写的主要人员有金霞、王霏、李秉怡、张立芹、左克文、王清、张国平等。《新视野大学英语（第三版）视听说教程 2》由郑树棠和外籍专家 Laura Jean Davies 审定全稿。

编者

2015 年 4 月

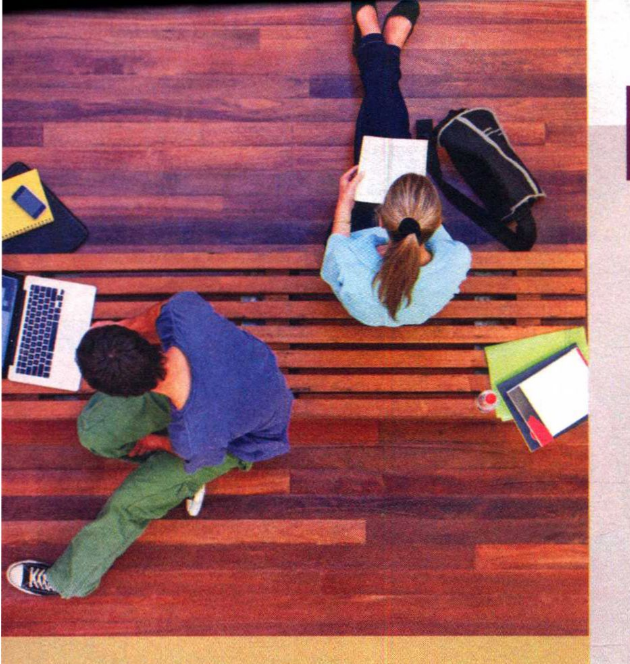
CONTENTS



Life is a learning curve

Learning objectives

- talk about learning experiences
- listen for signal words for listing
- give and respond to advice
- talk about learning / teaching methods



Opening up

Read the following quotes about learning. Do you agree with them? Why or why not?

We learn by doing.
— Aristotle

A little knowledge is a dangerous thing.
— Albert Einstein

The best way to learn is to teach.
— Anonymous

Listening to the world

Sharing

1 Watch a podcast from the beginning to the end for its general idea.

2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Hina uses.

VIDEO PODCAST





I have a full-time job but I like learning 1) ________ ________ in my spare time. 2) ________________, I'm studying Spanish. I'm enjoying it but I'm finding it 3) ________________. Today we're asking people about learning new things.

Now watch again and check your answers.

New words

Part 1

Spanish /'spænɪʃ/ *n.* 西班牙语

Part 2

Arabic /'ærəbɪk/ *n.* 阿拉伯语

negotiation /nɪˌgəʊʃi'eɪʃn/ *n.* 谈判；协商

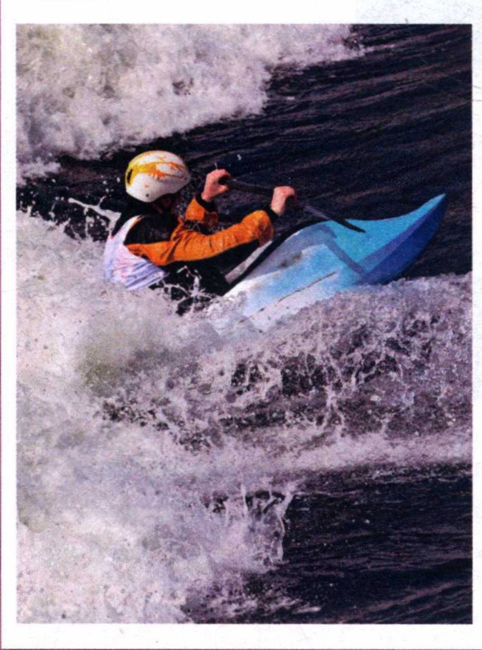
Swahili /swɑː'hiːli/ *n.* 斯瓦希里语（一种东非语言）

kayaking /'kaɪækɪŋ/ *n.* 划小皮艇；划轻型独木舟

choir /kwaɪə/ *n.*（教堂的）唱诗班；（学校的）合唱队

Zimbabwe /zɪm'bɑːbweɪ/ *n.* 津巴布韦（非洲国家）

mbira /(ə)m'bɪərə/ *n.* 安比拉琴（非洲传统乐器）



Culture notes

Swahili: a language spoken by various ethnic groups (族群) in much of East Africa. It has been greatly influenced by Arabic. There are enormous number of Arabic loanwords (外来语) in the language.

3 *What are they learning at the moment?* Look at the people below and read the statements. Then watch Part 2 of the podcast and check (✔) the true statements.

☐ 1 

She is learning to drive at the moment.

☐ 2 

She is learning to play golf because she wants to play with her friends.

☐ 3 

She is learning to speak Spanish at the moment.

☐ 4 

She is learning yoga at the moment, and she is finding it quite easy.

☐ 5 

He is learning Arabic at the moment.

☐ 6 

She is learning French in evening classes.

☐ 7 

He has just learned how to do kayaking.

☐ 8 

He is learning how to play a musical instrument.

Now watch again and check your answers.

New words

Part 3

Mandarin Chinese /ˈmændərɪn ˌtʃaɪˈniːz/ *n.* 汉语普通话

capoeira /ˌkɑːpəˈweɪrə/ *n.* 卡波卫勒舞（一种巴西舞蹈）

martial art /ˌmɑːʃl ˈɑːt/ *n.* 武术

Sanskrit /ˈsænskrɪt/ *n.* 梵文；梵语（古印度语）

Latin /ˈlætɪn/ *n.* 拉丁语

trumpet /ˈtrʌmpɪt/ *n.* 喇叭；小号

Culture Notes

Sanskrit: the classical language of Ancient India. It is considered as one of the most ancient languages in the world.

4 *What's the most difficult thing they've ever learned?* Look at the people below and read the statements. Then watch Part 3 of the podcast and fill in the blanks.



A

The most difficult thing 1) ____________________ is Mandarin Chinese. I did it in evening classes a few years ago and I 2) ______________ it really, really difficult.



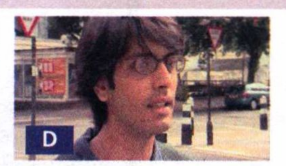
B

Probably capoeira, which is a Brazilian dance, martial art, fight thing. It's 3) ____________ of all these things. And yes, that was very difficult because there were lots of unusual 4) ____________________ to learn.



C

5) ____________________ was the most difficult thing.



D

Well, I learned some Sanskrit, and that's got um, 6) ____________________, two more than Latin. It's quite difficult 7) ____________________.



E

I think I found 8) ____________ very hard at school.



F

Um, I learned to play the trumpet at school. That was pretty difficult. Er ... and maybe learning to drive. I 9) ____________ learning to drive.

Now watch again and check your answers.

5 Work in pairs and discuss the questions.

1 What are you learning at the moment? Do you enjoy learning it? Why?

2 What's the most difficult thing you've ever learned? Why?

3 What do you enjoy learning most? Why?

Listening

BEFORE ▶ you listen

1 Work in pairs and discuss the questions.

1 What difficulties have you encountered while learning English?
2 What advice did you receive as to how to deal with these difficulties?
3 How did you finally overcome these difficulties?

LISTENING SKILLS

Listening for signal words for listing

When you listen to speeches, lectures, or conversations, oftentimes you need to identify and take notes of a list of items, such as a list of examples, a list of problems, a list of suggestions, or a list of benefits. One strategy that can help you get the relevant information is to listen for signal words for listing.

Signal words for listing are words or expressions used to indicate that a speaker will list items one by one. Usually expressions such as *one, first, firstly, first of all, to begin with,* and *to start with* are used to signal the beginning of listing. Expressions like *two, second, secondly, next, another, the other, moreover, furthermore, in addition, besides*, and *what's more* are used for the following listed items. And expressions like *the last, the final, lastly, the last but not the least*, and *finally* are often used to signal the end of the listing. And sometimes apart from using the above-mentioned signal words, the total number of listed items may be mentioned first, as in the following example:

> *Let's look at <u>three</u> of the most important environmental problems. The <u>first</u> problem is water. ... Our <u>second</u> problem is the animals. ... And the <u>last</u> problem on our list, but not the least important, is the weather.*

So when you are listening to materials including listed items, you should listen first for the total number of listed items, if it is given, and then bear that number in mind to make sure that you will not miss any items.

If the listening material you listen to is a conversation, then apart from the above signal words, questions like *Have you got anything / any ideas?* and *Any ideas for ...?* may also serve as signals for the beginning of listing, and questions like *Anything else?* and *What other ... do you have?* may also indicate that there are more items to follow. Therefore you should also be alert to these questions.

In the following exercises you are going to listen to a radio program in which some of the above-mentioned signal words for listing are used. Identify the signal words, and pay close attention to what follows the signal words in the program.

WHILE ▶ you listen

2 Listen to a radio program and rearrange the following expressions in the same order as they appear in the program.

___ a	The first thing is ...
___ b	Well, first of all ...
___ c	Have you got any advice for ...?
___ d	Our next problem comes from ...
___ e	Our first question today is from ...
___ f	And another thing ...
___ g	Anything else?
___ h	Any ideas for ...?

Now listen again and check your answers.

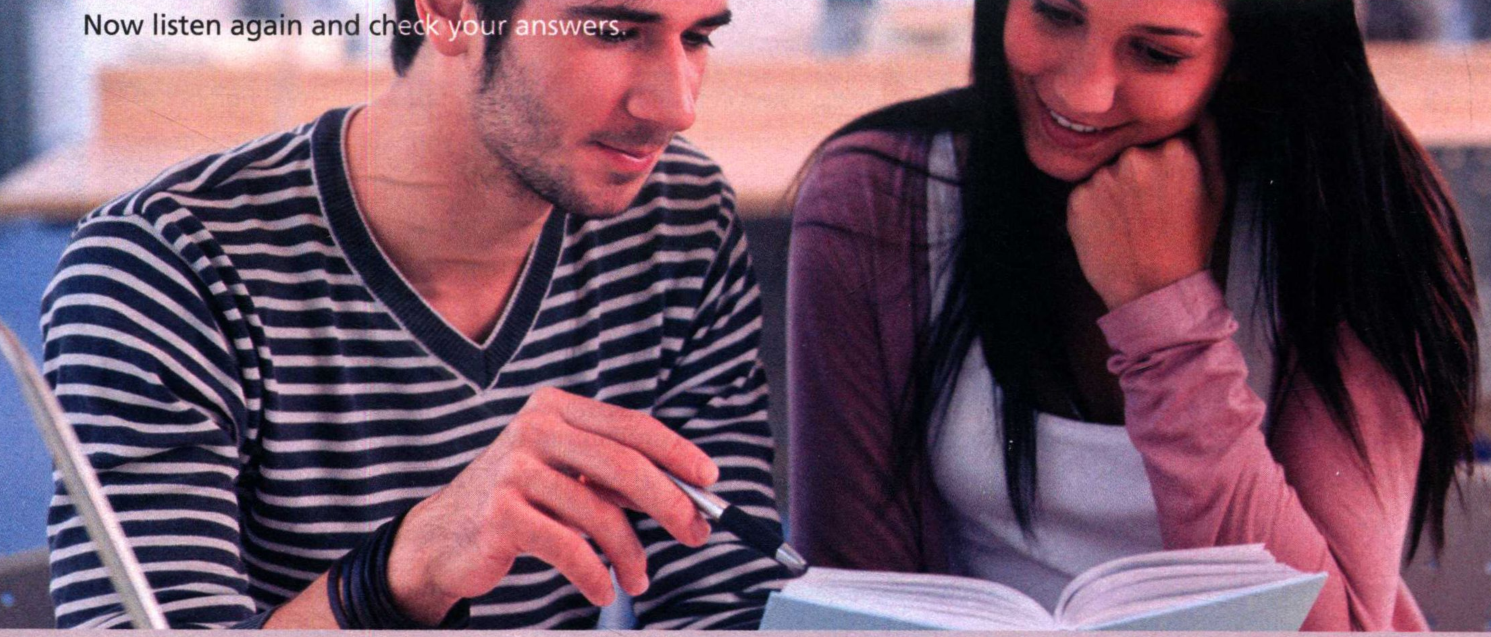
New words

transcript /ˈtrænˌskrɪpt/ *n.* （根据录音的）文字记录

3 Read the table. Then listen to the radio program again and complete the table. Pay close attention to what follows the signal words for listing in the program.

	Andy	Olivia
Problems	• He is too frightened to 1) ___________. • His grammar is not very good so he's worried about 2) _________________.	She can't understand 5) _______________ because they speak too fast and she can't understand their 6) ___________.
Advice	• The first thing Andy should do is to 3) __________________. • He shouldn't worry about 4) ________ __________.	• First of all she should practice her 7) __________________ by listening to English as much as possible. • And another thing she should do is to focus on 8) __________________ at the same time.

Now listen again and check your answers.



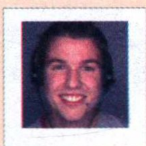
4 Read the statements. Then listen to the radio program again and fill in the blanks.

1 When you talk to yourself in a foreign language, you don't have to feel ____________, because nobody can ____________ you.
2 You can talk to yourself about ____________________ – what you had for breakfast, where you're ____________________ – anything.
3 The more you talk to yourself, the more you will get used to hearing your own ____________ and your ____________, so you won't feel so frightened in the classroom.
4 You should listen to English as much as possible to get used to ____________________. Listen to ____________________, listen to podcasts, and watch ____________________.
5 If you listen to something ____________________, you can often read the transcript.
6 If you listen and read at the same time, it'll help you see what the words ____________________ and how the words sound when a ____________________ is talking.

Now listen again and check your answers.

AFTER ▶ you listen

5 Read the website message below and think of three things Tomasz can do to improve his English.



Tomasz

Hi, can you help me?

I'm studying English at a language school, but I'm going to start work for an international company next month. I need to improve my English quickly! Has anyone got any good ideas? Looking forward to hearing from you.

6 Work in pairs and compare your answers.

7 Work in pairs. Read the replies and discuss. Which ideas have you thought of? Which ideas do you think are the most useful ones?



Pepped

Hi Tomasz, I think you should study online. Use message boards to chat with people all over the world and practice your English. You will make new friends, too!

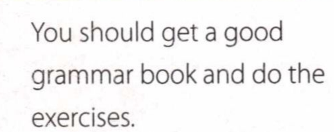


Angela20

Tomasz, read news websites every day. And look up new words in a dictionary.



DimaD



You should get a good grammar book and do the exercises.

Jimmy61

I think it's a good idea to focus on listening. Why don't you watch movies with English subtitles?



Smith1894

Tomasz, I don't think you should study on your own. You should talk to people. Find someone who speaks English, and talk to him.

Viewing

BEFORE ▶ you view

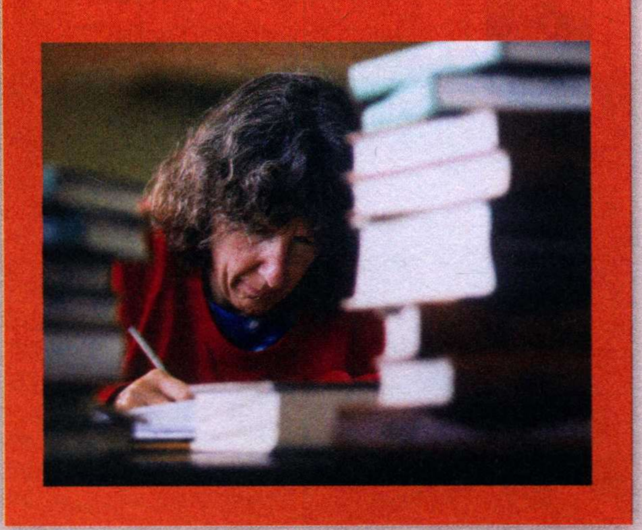
1 Read the program information below and check (✓) the true statements.

- ☐ 1 In 1932 all adults in Scotland did an intelligence test.
- ☐ 2 Many of the same people do the test again nearly 70 years later.
- ☐ 3 The program can tell us how to live longer.

BBC

Horizon: Battle of the Brains

Horizon is a BBC documentary series. This program follows a group of people who agree to repeat a test that they did when they were children. In 1932 every 11-year-old in Scotland did an intelligence test. Nearly 70 years later, at the age of 79 or 80, hundreds of the same people did the test again. The results were very interesting, and maybe they can tell us about the type of people who live the longest.



WHILE ▶ you view

2 Read the statements. Then watch the video clip and underline the correct alternative.

1. **A special exam for children was / The results of the 1932 test were** "rediscovered" in an Edinburgh basement.
2. The instructions and the test are **the same as they were in 1932 / easier than those in 1932.**
3. The two old men and the old woman are talking about **schools 80 years ago / the exam they have done.**
4. People who did **well / badly** in the IQ test in their childhood are the people who are still alive today.

Now watch again and check your answers.

New words

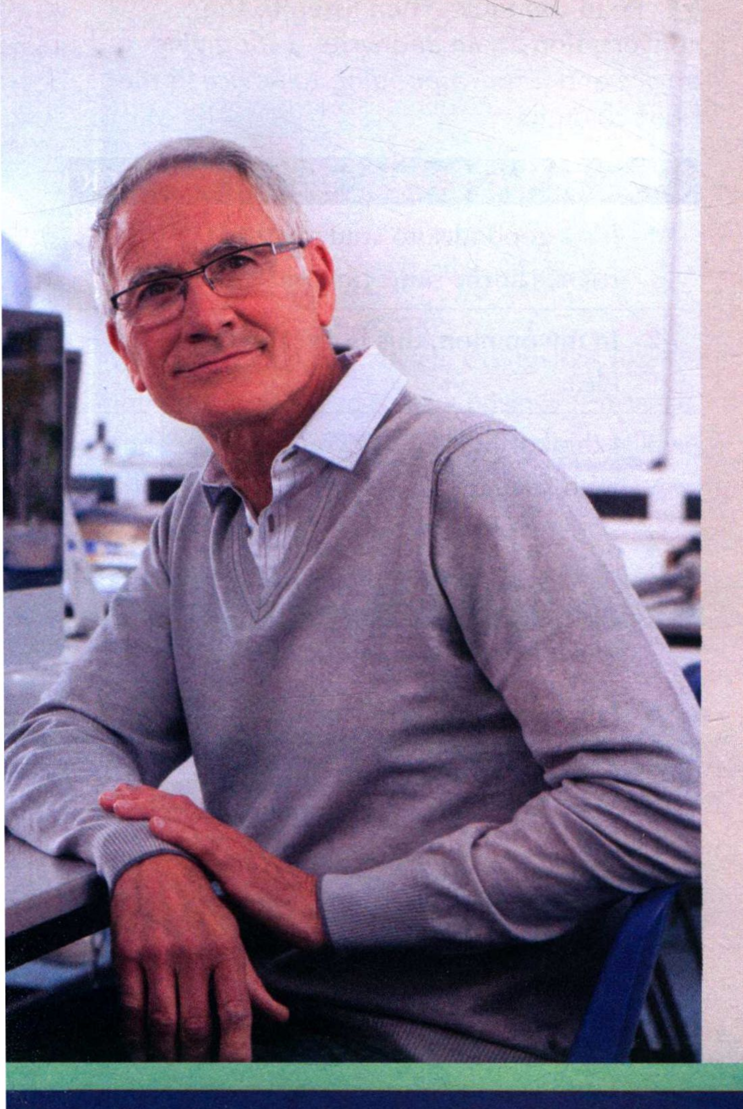
life expectancy /ˌlaɪf ɪk'spektənsi/ *n.* 预期寿命
Edinburgh /ˌedɪnb(ə)rə/ 爱丁堡（英国苏格兰首府）
goldmine /'gəʊldˌmaɪn/ *n.* 金矿；宝库
sticky /stiki/ *a.* （处境、问题等）难办的，棘手的
intriguing /ɪn'triːgɪŋ/ *a.* 吸引人的；有趣的
recipe /'resəpi/ *n.* 秘诀
manual /'mænjʊəl/ *a.* 手工的；体力的



3 Read the statements and the answer choices. Then watch the video clip again and choose the best answers.

1 Recent research on IQ tests suggests a possible link between IQ score and _____.
   A diets
   B lifestyle
   C parenting
   D physical condition
2 The IQ test in 1932 was special in that _____.
   A it was the only mass IQ testing performed in the United Kingdom
   B it was an IQ test especially designed for 11-year-old children
   C its results revealed the secrets for IQ development
   D it was planned to be repeated 70 years later
3 The old lady interviewed after the test seems to find the IQ test _____.
   A very interesting
   B quite challenging
   C carefully-organized
   D scientifically-designed
4 The researchers in this study are mainly interested in _____.
   A what makes people's IQ scores increase as they age
   B what causes the individual differences in peoples' IQ scores
   C what is the difference between one's IQ score at 11 and that at 80
   D what makes people with higher IQ scores outperform those with lower scores
5 The study shows that the following factors except _____ may have influence on people's mental ability.
   A profession
   B education
   C smoking
   D exercise

Now watch again and check your answers.



AFTER ▶ you view

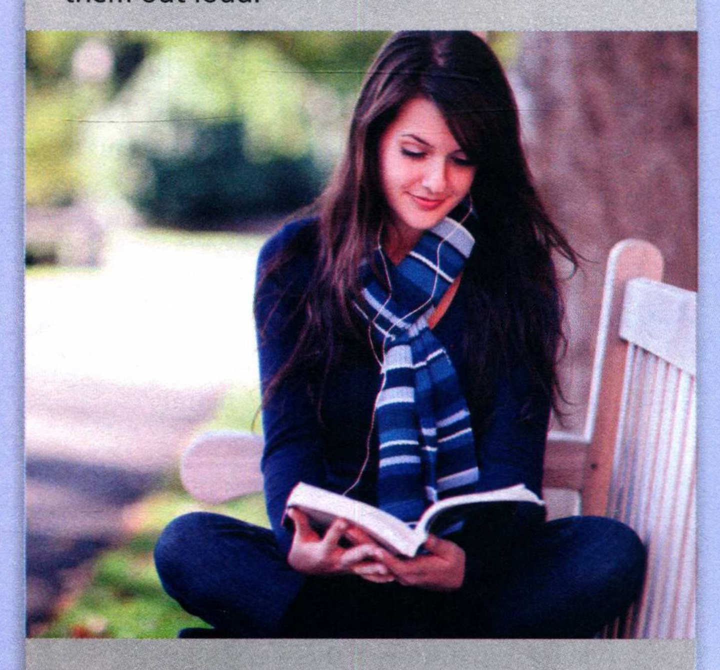
4 Work in pairs and discuss the questions.

1 What do you think of the view "Intelligence must be bred, not trained"?
2 In your opinion, what factors affect intelligence?
3 How does your intelligence change as you get older? Why?

Speaking for communication

Imitation

Listen to the following statements and read them out loud.



1 At the moment, I'm learning to paint and draw in evening classes for adults. (Sharing)

2 The first thing is I think Andy should practice speaking to himself. (Listening)

3 I know it sounds silly, but talking to yourself in a foreign language is a really good way to practice. (Listening)

4 She should listen to English as much as possible to get used to how it sounds. (Listening)

5 We gave the same instructions. We gave the same test. And we gave the same time limit. (Viewing)

Role-play

New words

motivate /'məʊtɪˌveɪt/ *v.* 激励；激发……的积极性

1 Read the statements. Then listen to a conversation and check (✓) the true statements.

☐ 1 Both of the speakers agree that studying with friends is more motivating.

☐ 2 The woman thinks that talking to someone while reading notes will make her lose concentration.

☐ 3 Eating a lot before an exam always makes the speakers feel sleepy in the exam.

☐ 4 The man always tries to sleep for eight hours the night before an exam.

2 Read the table. Then listen to the conversation again and write G for *giving advice* and R for *responding to advice* in the right column.

	G / R
1 It's a good idea to study with friends at the same time each day.	
2 In my opinion, this is a really good idea.	
3 I think it helps when you study with friends.	
4 So, yes, I agree with this one.	
5 Another idea is not to eat too much before the exam.	
6 Oh, I see. I think it depends.	
7 So, I'm not sure about this advice.	

SPEAKING SKILLS

Giving and responding to advice

The conversation you have just listened to is a good example showing how to give and respond to advice. There are a variety of language choices in English for giving and responding to advice.

Firstly, sentence patterns like *(I think) it's a good idea to ...*, *(I think) it helps ...*, and *Another idea is ...* can be used to give advice, just as the speakers in the previous conversation say, *It's a good idea to study with friends at the same time each day*, *I think it helps when you study with friends*, and *Another idea is not to eat too much before the exam*.

Secondly, the model verb *should* is used to indicate advisability, as in the example: *She should listen to English as much as possible to get used to how it sounds*, while its negative form *shouldn't* is often used while advising someone not to do something. Another more formal model verb *ought to* and its negative form are used in the same way as *should* and *shouldn't* to give advice.

The third way to give advice in English is to use the imperative form of verbs, as in the following examples: *Listen to the news*, *Listen to podcasts*, and *Watch English television*.

The use of the sentence patterns *Why don't you ...? Why not ...? How about ...?* and *If I were you, ...* is a rather polite way to give advice in English, as shown in the following example: *Why not go to the library?*

When responding to advice, expressions like *That's a good idea*, *I suppose so*, *I agree with this one* and *You're right* are used to give positive responses, while expressions like *I'm not sure that's a good idea* and *I'm not sure about that* are used as negative responses.

Please refer to the following table for more expressions that can be used to give and respond to advice.

Expressions for giving advice	Expressions for responding to advice
• You'd better spend more time on English.	• In my opinion, this is really a good idea.
• Find a cheap hotel on the Internet.	• I think this is great advice.
• Have you thought about seeing a movie instead?	• It depends.
• Have you tried matching it with a black dress?	• Exactly. / Absolutely.

3 Look at the pictures and read the conversations below. Then fill in the blanks using the words in brackets.

1



A I think ________________ more salad. It's good for you. (you / eat)

B That's ________________ idea. (good)

2



A You ________________ so much time on the computer. (not / spend)

B ________________ right. (you)

3



A ________________ we go for a five kilometers' run every morning? (why)

B I ________________ a good idea. (not sure)

4



A I think ________________ idea if we go shopping together. (good)

B I ________________. (suppose)

4 Work in pairs and role-play the following situations. Use the skills for giving and responding to advice.

Situation 1

What should I do about my son?

A Your son is 18 years old and lives at home. At home you do all the cooking and cleaning. Your son needs to study for his exams. However, in the evening he goes out with friends until late, and he often misses lessons or falls asleep when he is studying. Explain your problem to B. Then listen and respond to B's advice.

B Listen to A's problem. Give A some advice.

Situation 2

My roommate is driving me crazy!

A Your roommate loves shopping. Every month she buys new clothes, shoes and designer bags using a credit card. Her room is full of clothes she never wears. She spends more money than she has and borrows money from you to pay her rent. And she hasn't paid you back for two months. Explain your problem to B. Then listen and respond to B's advice.

B Listen to A's problem. Give A some advice.

Situation 3

Should I help my friend find a girlfriend?

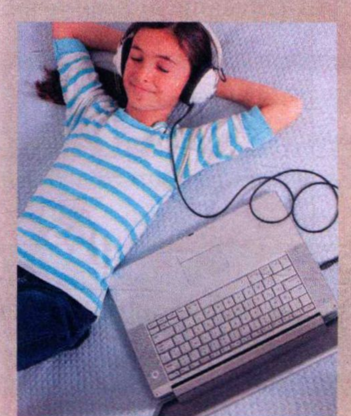
A Your friend Bob asks you to help him find a girlfriend. The problem is he works long hours and is often too tired to go out in the evenings. He usually buys a takeaway meal and falls asleep while watching TV. He doesn't have any hobbies and is getting fat. You know lots of single women but you don't think they would be interested. Explain your problem to B. Then listen and respond to B's advice.

B Listen to A's problem. Give A some advice.

Group discussion Which method is the best / worst?

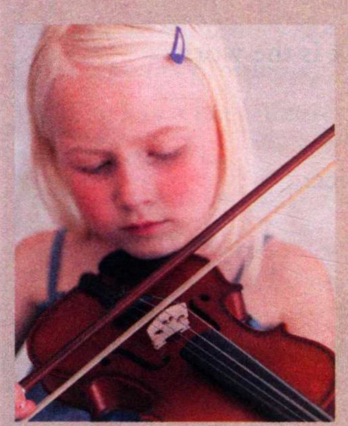
Get ideas

1 Read the following passages about learning / teaching methods.



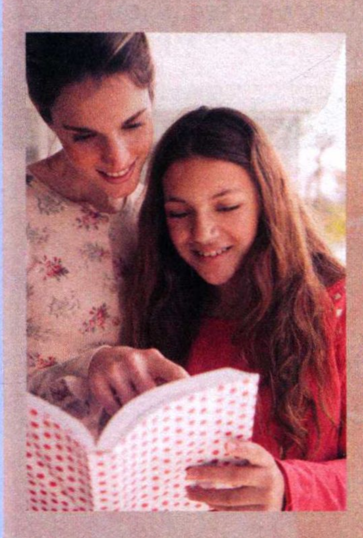
Learning by listening

Steiner schools encourage creativity and free thinking, so children can study art, music and gardening as well as science and history. They don't have to learn to read and write at an early age. At some Steiner schools the teachers can't use textbooks. They only talk to the children, who learn by listening. Every morning the children have to go to special music and body movement classes, which help them learn to concentrate. Very young children learn foreign languages through music. Another difference from traditional schools is that at Steiner schools students don't have to do any tests or exams.



Starting young

A child learning music with the Suzuki method has to start as young as possible. Even two-year-old children can learn to play difficult pieces of classical music, often on the violin. They do this by watching and listening. They learn by copying, just like they learn their mother tongue. The child has to join in, but doesn't have to get it right. "They soon learn that they mustn't stop every time they make a mistake. They just carry on," said one Suzuki trainer. The children have to practice for hours every day and they give a performance once a week, so they learn quickly. "The parents must be involved, too," said the trainer, "otherwise it just doesn't work."



Homeschooling

They don't have to wear a uniform, and they don't have to wait for the school bus. These are two of the advantages of homeschooling. But there are more. "You can choose which subjects you want to study," says Jasmin, aged 14. "You must work hard, but you can choose to work when you feel like it." Jasmin is one of 55,000 children in the UK who don't go to school. She stays at home for her education, and she's much happier. "School is all about rules: You must be at school at 8:30 a.m.; you can't wear sports shoes; you can't use your mobile phone in class, etc. I prefer being at home." Jasmin's mother, Terry, educates her four children at home. "Some people think that children who study at home can't take the same exams and get the same qualifications, but they can, and they do!"

Discuss and organize ideas

2 Work in groups and discuss the previous learning / teaching methods. Take notes in the following table.

Learning / Teaching methods	Differences from traditional learning / teaching method	What do you like?	What do you dislike?
Learning by listening			
Starting young			
Homeschooling			

3 Decide together the best and the worst learning / teaching methods. Use the following outline to help you organize your ideas.

BEST

The method we think is the best:

Reasons for our choice:

WORST

The method we think is the worst:

Reasons for our choice:

Present ideas

4 Present your ideas to the class. Before you begin, refer to the checklist below to see if you are ready.

Checklist
☐ Present clearly about our choice of learning / teaching method.
☐ Provide enough and convincing reasons for our choice.
☐ Make my presentation easy to understand.
☐ Use different words and sentence patterns to add variety to my presentation.

Further practice in listening

Short conversations

New words

journal /ˈdʒɜːnl/ *n.* 期刊；杂志
fluent /ˈfluːənt/ *a.* 流利的
identification /aɪˌdentɪfɪˈkeɪʃn/ *n.* 身份证明（文件）

Listen to five short conversations and choose the best answer to each question you hear.

1 A The man always gets poor grades for his term papers.
B The woman should seek help from the writing center.
C The man had his paper rejected for the third time.
D The woman does not really care about her language problems.

2 A She has a keen interest in the French language and culture.
B She wants to speak French as fluently as her grandfather.
C She was forced by her grandfather to change her decision.
D She thinks speaking French is a must for cultured people.

3 A He had a discussion about abstract theories.
B He talked with some native speakers.
C He had a meeting with Dr. Brown.
D He attended a speech.

4 A That she gave many wrong answers in the contest.
B That she was not well-prepared for the contest.
C That she lost her chance to enter the contest.
D That she lost her identification card today.

5 A It is one-sided.
B It is objective.
C It is reasonable.
D It is ridiculous.

Long conversation

New words

gosh /ɡɒʃ/ *interj.* 啊呀（用于表示惊讶或轻度的气恼）
muscle /ˈmʌsl/ *n.* 肌肉

Listen to a long conversation and choose the best answer to each question you hear.

1 A She impresses the man with her performance.
B She has no difficulty finishing the assignments.
C She often fails to turn in her homework on time.
D She comes late to class from time to time.

2 A It improves her performance in other subjects.
B It enables her to help her father in business.
C It makes her lose interest in Spanish.
D It presents great difficulty for her.

3 A He has a good personal relationship with the woman.
B He scolds the woman for challenging his authority.
C He thinks the woman has a gift for Spanish.
D He dislikes giving advice to his students.

4 A Engage in creative activities.
B Try her best to please her father.
C Work harder in her Spanish class.
D Exercise to strengthen her muscles.

Passage 1

Listen to a short passage and choose the best answer to each question you hear.

1 A She worked ahead of schedule and skipped a level.
  B She enjoyed the traditional method of learning Spanish.
  C She felt discouraged while studying in the top level class.
  D She showed dissatisfaction with the slow pace of her class.

2 A She had to learn the material that she already knew.
  B She had to study sentence structures and grammar.
  C She failed to pass the test in the top level class.
  D She had to learn with a teacher she didn't like.

3 A It aroused in her a strong interest in Spanish culture.
  B It excluded the use of other languages in the classroom.
  C It proved to be an unbalanced way to learn the language.
  D It explored the cultural and language elements in great depth.

4 A She worked as an interpreter in a company.
  B She volunteered to work in a Spanish church.
  C She acted as a tourist guide on a trip to Mexico.
  D She taught Spanish speakers how to speak English.

New words

repetitive /rɪ'petətɪv/ *a.* 重复的；反复的
semester /sə'mestə/ *n.* 学期
linguistics /lɪŋ'gwɪstɪks/ *n.* 语言学
in-depth /ˌɪn 'depθ/ *a.* 深入的
interpreter /ɪn'tɜːprɪtə/ *n.* 口译者



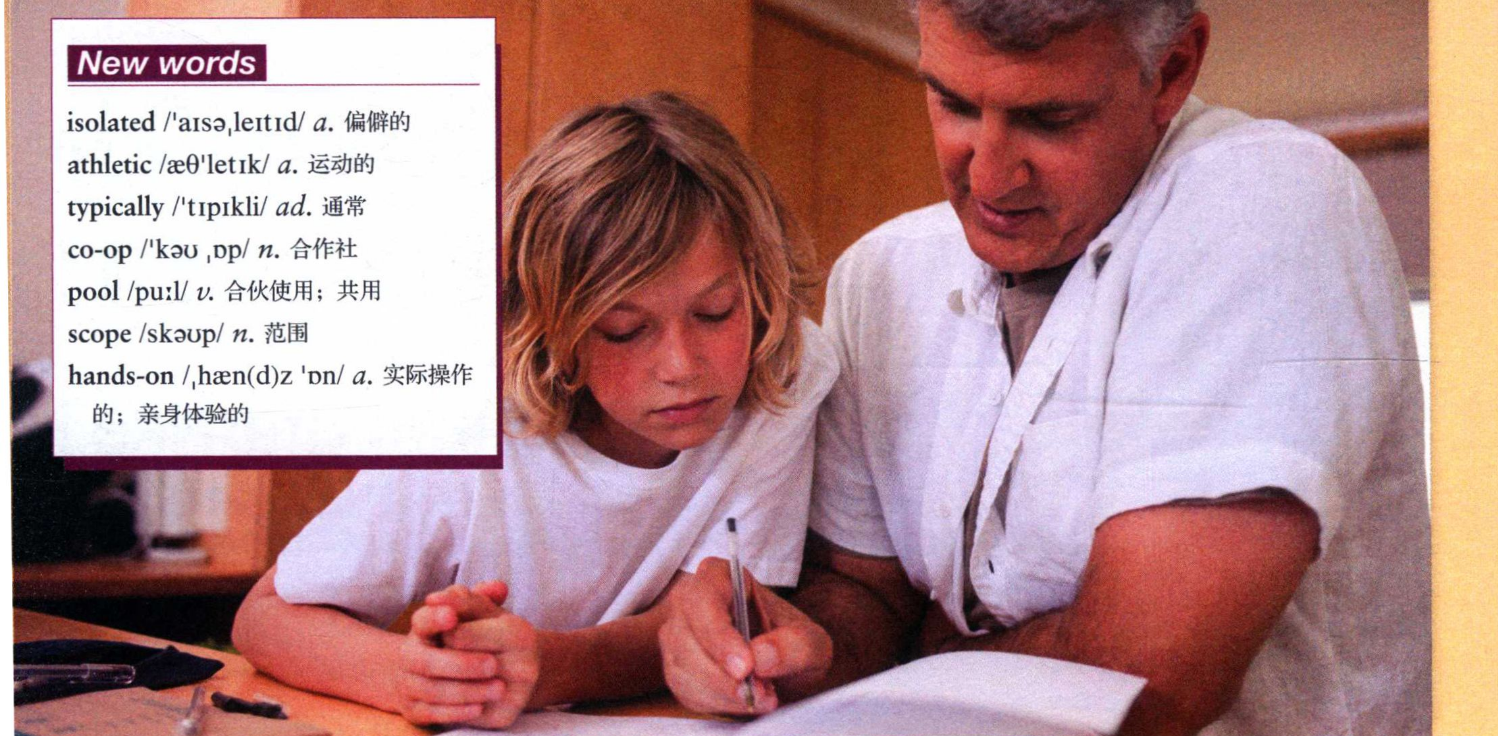
Passage 2

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

Have you ever heard of homeschooling? It is a legal choice for parents in most countries to provide their children with a learning environment as an 1) ____________ to public or private schools outside the home. Parents cite 2) ____________ reasons for homeschooling their children. The three reasons that are selected by the majority of parents in the United States are the concern about the 3) ____________ school environment, the lack of religious or moral instruction, and the dissatisfaction with the 4) ____________ instruction at public and private schools. Homeschooling may also be a factor in the choice of parenting style. Homeschooling can be a choice for families living in isolated 5) ____________ or living briefly abroad. Also many young 6) ____________ and actors are taught at home.

Homeschoolers often 7) ____________________ educational opportunities at museums, libraries, community centers, athletic clubs, after-school programs, churches, parks, and other community resources. 8) ____________ school level students may take classes at community colleges, which typically have open admission policies.

Groups of homeschooling families often join up together to create homeschool co-ops. These groups typically meet once a week and provide a classroom environment. These are family-centered support groups whose members seek to pool their talents and resources 9) ____________ ________ to broaden the scope of their children's education. They provide a classroom environment where students can do hands-on and group learning such as performing, science experiments, art projects, foreign language study, spelling contests, discussions, etc. Parents whose children take the classes 10) ____________________ volunteers to keep costs low and make the program a success.



New words

isolated /ˈaɪsəˌleɪtɪd/ *a.* 偏僻的
athletic /æθˈletɪk/ *a.* 运动的
typically /ˈtɪpɪkli/ *ad.* 通常
co-op /ˈkəʊ ˌɒp/ *n.* 合作社
pool /puːl/ *v.* 合伙使用；共用
scope /skəʊp/ *n.* 范围
hands-on /ˌhæn(d)z ˈɒn/ *a.* 实际操作的；亲身体验的

Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

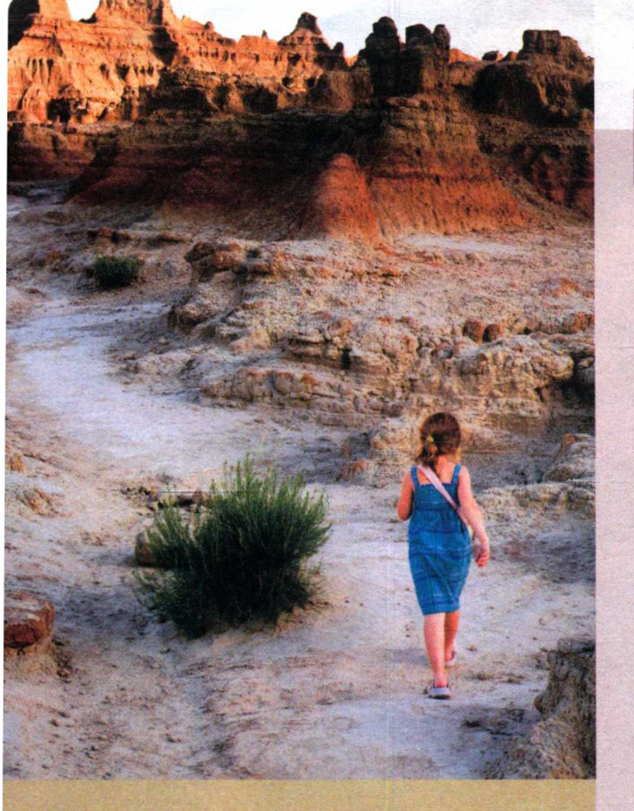
	OK	Needs work
I can talk about my learning experiences.	☐	☐
I can listen for signal words for listing.	☐	☐
I can give and respond to advice.	☐	☐
I can discuss learning / teaching methods.	☐	☐



Journey into the unknown

Learning objectives

- talk about your own traveling experiences
- understand the problem-solution pattern
- ask for and give directions
- make a plan for a dream journey



Opening up

Read the following quotes about traveling. What does each quote mean? Do you agree with them? Why or why not?

> The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.
>
> — Marcel Proust

> When you travel, if you reject the food, ignore the customs, fear the religion and avoid the people, you might better stay home.
>
> — James Albert Michener

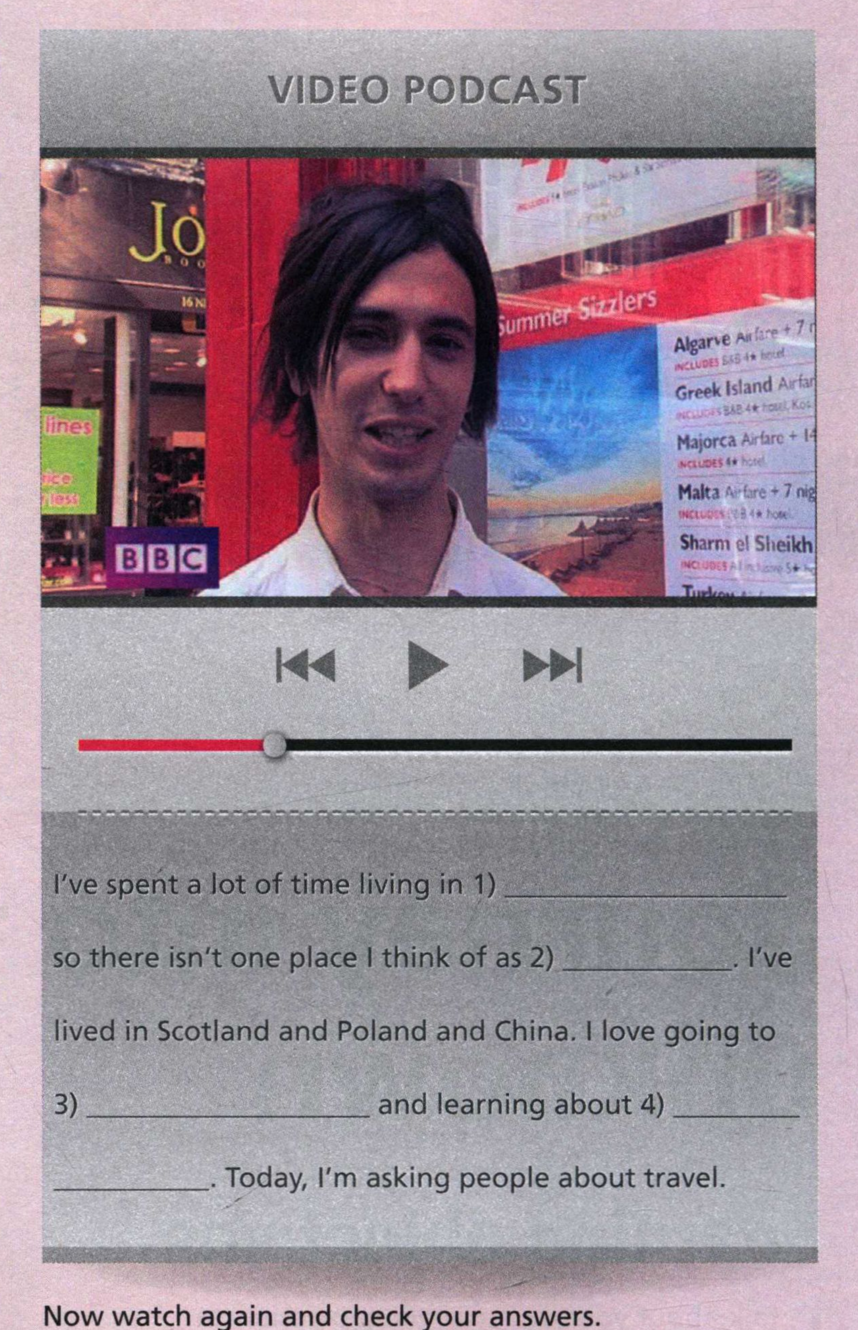
> The world is a book, and those who do not travel read only one page.
>
> — St. Augustine

Listening to the world

Sharing

1 Watch a podcast from the beginning to the end for its general idea.

2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Finn uses.



I've spent a lot of time living in 1) ____________________ so there isn't one place I think of as 2) ____________. I've lived in Scotland and Poland and China. I love going to 3) ____________________ and learning about 4) ____________________. Today, I'm asking people about travel.

Now watch again and check your answers.

New words

Part 1

Poland /'pəʊlənd/ 波兰（欧洲中部国家）

Part 2

Istanbul /ɪs'tɑːmbʊl/ 伊斯坦布尔（土耳其西北部港市）

solid /'sɒlɪd/ *a.* 不中断的；连续的

Turkey /'tɜːki/ 土耳其（西南亚国家）

Malta /'mɔːltə/ 马耳他（欧洲岛国）

Culture notes

Istanbul: the largest city and the economic, cultural and historical center in Turkey. The city where Europe meets Asia has long played host to history on an epic scale.

Malta: a Southern European country consisting of a group of islands situated in the center of the Mediterranean (地中海). It is famous as a tourist destination, with numerous recreational (娱乐的) areas and historical monuments.



3 *Do they travel a lot?* Look at the people below and read the statements. Then watch Part 2 of the podcast and check (✓) the true statements.

☐ 1 

Travel is her passion.

☐ 2 

He has been to Istanbul twice.

☐ 3 

She has done little traveling on holidays.

☐ 4 

She gets excited about going to any country.

☐ 5 

She loves to travel to different countries.

☐ 6 

He has been traveling for 12 years.

☐ 7 

She has been to Turkey, India, and Malta.

☐ 8 

As an expedition leader, he often works in the United Kingdom.

Now watch again and check your answers.

4 *What do they like about traveling?* Look at the people below and read the statements. Then watch Part 3 of the podcast and fill in the blanks.



He thinks that traveling helps a person 1) ____________ a lot and learn completely different experiences.



She loves the 2) ____________ experience.



She loves to see art. And she loves to see 3) ____________ in other countries.



He can see the most beautiful 4) ____________ around the world.



He likes getting out there and experiencing a different 5) ________ ____, getting far away from what he's used to, and meeting new people.



She loves being in a new place, seeing very different things, hearing a different 6) ____________, and eating different food.

Now watch again and check your answers.

New words

Part 3

anticipation /æn͵tɪsɪ'peɪʃn/ *n.* 期待

Part 4

backpack /'bæk͵pæk/ *v.* 背着背包徒步旅行

handicapped /'hændi͵kæpt/ *a.* 有生理缺陷的

5 *What don't they like about traveling?* Look at the people below and read the statements. Then watch Part 4 of the podcast and match the statements 1-6 to the people A-F.



____ 1 I suppose plane journeys aren't always the most exciting of things.

____ 2 I don't like long flights.

____ 3 When I was backpacking, and we all ... we ran out of money, or we were in dangerous situations, I actually quite enjoyed that.

____ 4 Flying. I don't particularly like flying, but it's a necessity when you live in Ireland, you know.

____ 5 You spend a lot of time outside the United Kingdom, and the disadvantage of that is, that you, you tend to miss families and friends.

____ 6 I suppose the biggest problem I have with traveling is living out of a suitcase.

Now watch again and check your answers.

6 Work in pairs and discuss the questions.

1 Do you like traveling? Why or why not?
2 Have you traveled much? Where have you been? What did you like most?
3 If you can afford the money and time, which place(s) would you love to go? Why?

Listening

BEFORE ▶ you listen

1 Work in pairs and discuss the questions.

1 What do you know about Venice?
2 Venice is a city in danger. What do you think the major problem might be?

New words

Venice /'venɪs/ 威尼斯（意大利东北部港市）
fragile /'frædʒaɪl/ *a.* 脆弱的
temporary /'temp(ə)rəri/ *a.* 临时的；短期的

LISTENING SKILLS

Understanding the problem-solution pattern

Listening materials organized in the problem-solution pattern are usually divided into two main sections, one discussing a problem and the other describing a solution. Sometimes an additional section is included to evaluate the solution to the problem.

When you listen to such materials, usually you need to identify information about the problem, the solution, and the evaluation of the solution if there is any. To identify the problem, which is usually discussed at the beginning part of the material, you need focus your attention on words that indicate this concept – not just the word *problem* itself, but also nouns such as *difficulty, dilemma, drawback, danger, hazard, puzzle, obstacle, lack, need, matter, issue, illness, fear,* etc., and adjectives like *unpleasant, difficult, disorganized,* and so on. Once you recognize the problem in the material, you will expect the speaker to tell you a solution, actual or attempted or proposed things or actions that may avoid or overcome the problem. You can identify the solution by listening for lexical signals like *solution, answer, propose, suggest, indicate, solve, resolve, improve, plan, address, tackle, deal with, respond to a need, work out a way, come up with a solution,* etc. Then you may find out how the speaker evaluates the effectiveness of the solution by identifying words and expressions such as *excellent, successful, effective, important, quick, unique, failure, fail to solve, succeed, a temporary solution, manage the problem,* etc.

In the following exercises you are going to listen to a speaker talk about the problem in Venice. Try to identify the problem, the solution, and the evaluation of the solution by paying attention to the words and expressions signaling each of them.

WHILE ▶ you listen

2 Read the questions. Then listen to a man's talk and answer the questions.

1 What problem is Venice facing now?
2 How serious is the problem?
3 What measure is being adopted to save the city?
4 What does the speaker think of the measure?
5 What advice does the speaker give in order to save the city?

Now listen again and check your answers.

3 Read the statements. Then listen to the talk again and check (✓) the true statements.

☐ 1 Ever since the 15th century attempts have been made to save Venice, but so far nobody has managed.
☐ 2 There are as many as 40 floods in Venice between May and September every year.
☐ 3 There are no cars in Venice, which many people think helps make it a romantic city.
☐ 4 The speaker thinks that the barriers used to stop the water should last 100 years.
☐ 5 The speaker advises people to visit the beautiful and historic city before it is too late.

Now listen again and check your answers.

AFTER ▶ you listen

4 Work in pairs and discuss the questions.

1 Can you think of any other problems threatening tourist cities around the world?
2 In your opinion, what measures should be taken to tackle the above problems?



Viewing

BEFORE ▶ you view

1 Read the program information below and answer the questions.

1 What do you know about the five places mentioned in the following program information?
2 Which place do you think is the number one place to see?

BBC

50 Places to See Before You Die

There are so many places in the world to see, but if you want to visit 50 in your life, which do you choose? In this BBC program, we look at five places: Bangkok, Cape Town, the Grand Canyon, the Masai Mara, and Paris. Watch the program and find out which is the number one place to see!

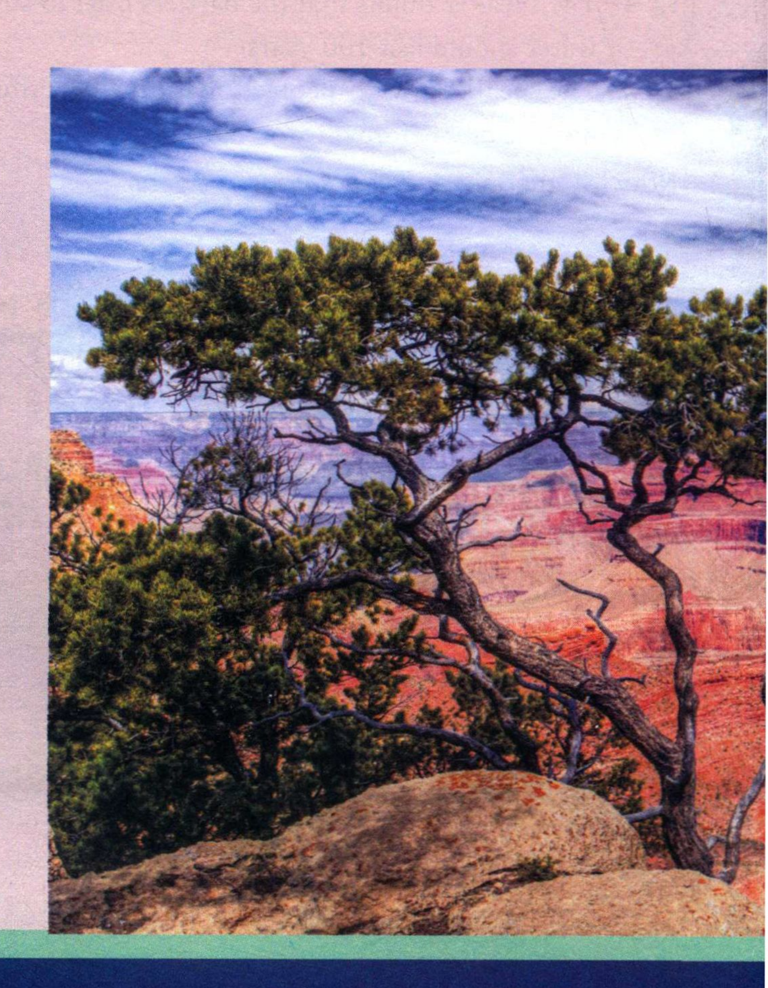
New words

the Grand Canyon /ðə grænd 'kænjən/ 大峡谷（美国亚利桑那州）
the Masai Mara /ðə mɑːˌsaɪ 'mɑːrə/ 马赛马拉野生动物保护区（肯尼亚）
Buddhist /'bʊdɪst/ *n.* 佛教徒
Kenya /'kenjə/ 肯尼亚（东非国家）
zebra /'zebrə/ *n.* 斑马
antelope /'æntɪˌləʊp/ *n.* 羚羊
hippo /'hɪpəʊ/ *n.* (*infml*) 河马
Eiffel Tower /'aɪf(ə)l 'taʊə/ 埃菲尔铁塔（法国巴黎）
Table Mountain 桌山（南非开普敦）
unbelievably /ˌʌnbɪ'liːvəbli/ *ad.* 难以置信地
awesome /'ɔːs(ə)m/ *a.* 棒极了

WHILE ▶ you view

2 Read the statements and the answer choices. Then watch the video clip and choose the best answers.

1 According to the program, Bangkok is an important place for _____.
   A tourists around the world
   B people of Thailand
   C temple lovers
   D Buddhists
2 To Joanna Lumley, the Masai Mara is so special because _____.
   A it is a fantastic place for studying animal behavior
   B the open spaces and wild animals are impressive
   C the African sky is particularly clear and blue
   D the animals there live in complete freedom

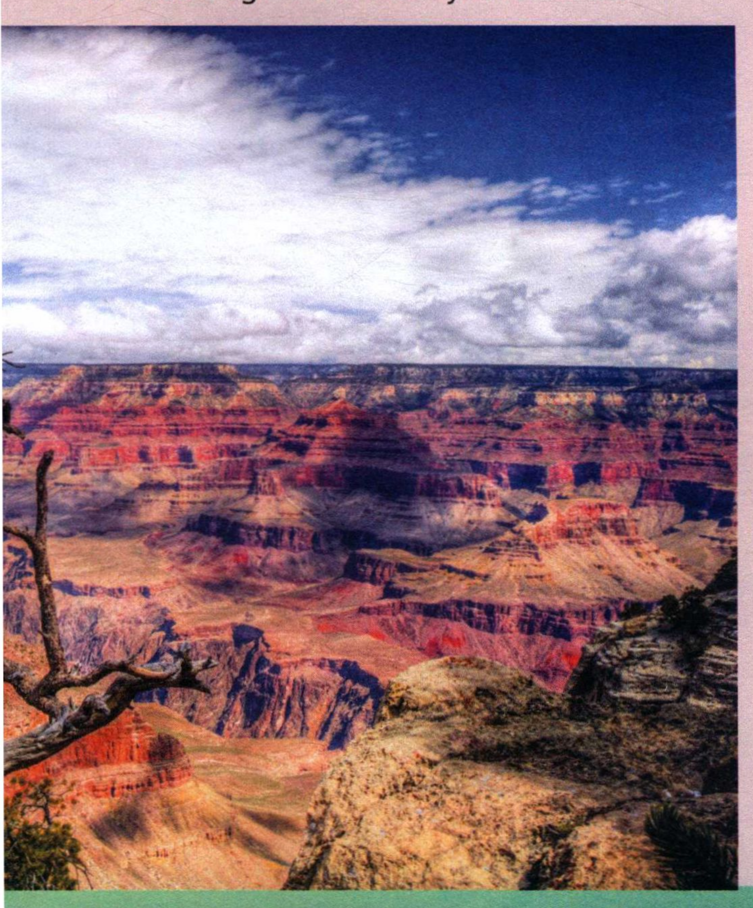


3 We can learn the following information about Paris except that _____.
  A people can enjoy the view of the city from the top of the Eiffel Tower
  B unlike the fashionable clothing, the food in Paris is rather cheap
  C art lovers can visit in the spring and enjoy the art galleries
  D it is a very popular and romantic city

4 _____ is mentioned as one of the top three places on Earth for Eamonn Holmes.
  A The Grand Canyon
  B The Masai Mara
  C Cape Town
  D Paris

5 The word that everyone uses in the video clip when they talk about the Grand Canyon is _____.
  A fabulous
  B fantastic
  C amazing
  D awesome

Now watch again and check your answers.



3 Read the statements. Then watch the video clip again and fill in the blanks.

1 With over six million people, it's big, it's ___________ and you love it! It's very good for ___________ and the nightlife is great, too.
2 It's got lots of clubs, ___________, shops, food … Everything you ___________, really.
3 Huge open ___________, fantastic animals, just wide open freedom, warmth, ___________, and all underneath the great African skies.
4 To me, Paris is ___________, romantic and ___________.
5 And behind Cape Town is the 1,000-meter-high Table Mountain, with its fantastic ___________.
6 Friendly people, loads of ___________, and the food is unbelievably ___________.
7 With every ___________ inch of the ___________, the colors in the canyon change.
8 I remember actually sitting there … and I just ___________.

Now watch again and check your answers.

AFTER ▶ you view

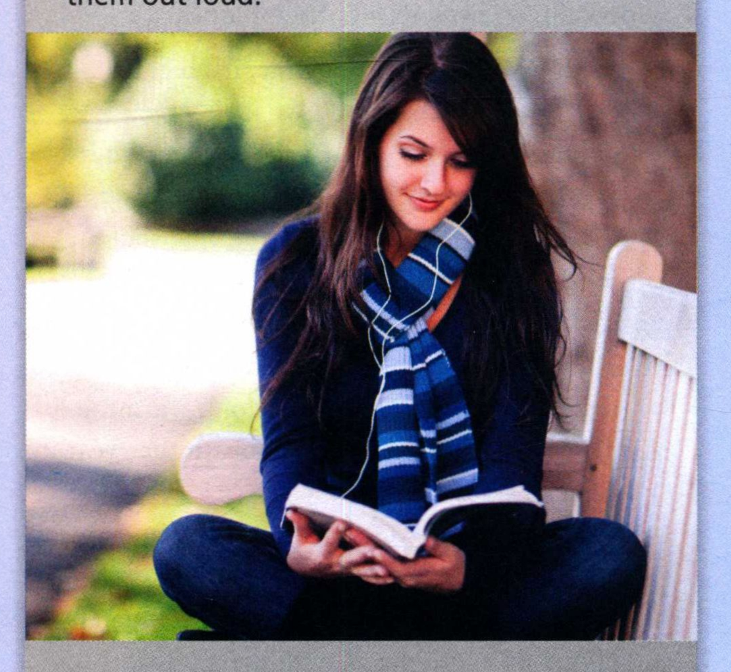
4 Work in pairs and discuss the questions.

1 Which places in the world would you like to visit? Make a list of three places and give your reasons.
2 Which attracts you more: a natural or a cultural landscape? Why?

Speaking for communication

Imitation

Listen to the following statements and read them out loud.



1 It's always just nice to get out and experience a different culture and different lifestyle. (Sharing)

2 You see some of the most beautiful scenery around the world which you wouldn't experience in other countries. (Sharing)

3 In all honesty, I actually see the whole travel as an adventure in itself. (Sharing)

4 We have an opportunity now to save this city, and we must, before it's too late. (Listening)

5 This is the big moment: the number one place to see before you die. (Viewing)

Role-play

New words

carnival /'kɑːnɪvl/ *n.* 狂欢节
Plaza Hotel /'plɑːzə həʊ'tel/ 广场酒店
The Grand Motel /ðə grænd məʊ'tel/ 格兰德汽车旅馆

1 Read the statements. Then listen to three conversations and check (✓) the true statements.

☐ 1 The inquirer in Conversation 1 needs to take a bus to go to the carnival.

☐ 2 The inquirer in Conversation 2 learns that the cinema is just beside the Plaza Hotel.

☐ 3 The inquirer in Conversation 3 will see a restaurant before arriving at The Grand Motel.



2 Read the table. Then listen to the conversations again and complete the table. Pay attention to the expressions of asking for and giving directions.

Conversations	Asking for directions	Giving directions
1 Carnival	Excuse me. We're 1) ________________ ___ the carnival. Is this the right bus stop?	It 2) __________________ from here. Just go straight on. You'll hear the music!
2 Plaza Hotel	Excuse me, can you help me? I'm 3) ____ ______________ the Plaza Hotel. Is this the 4) __________________?	Keep going, past the cinema and 5) __________________. ... Then keep going for about 15 minutes 6) ________ __________ the end of the road. And you'll see the sign for the hotel.
3 The Grand Motel	Excuse me, we 7) ________________ The Grand Motel. 8) ______________ ___?	Er, just go to the end of this street. 9) __________________ and go past the ... um ... there's a restaurant. Go past the restaurant and it's 10) ___________ _______.



SPEAKING SKILLS

Asking for and giving directions

The three conversations you have just listened to are typical examples of how to ask for and give directions.

As you hear in the three conversations, to ask for directions in English, expressions such as *Excuse me* and *Can you help me?* are often used to help bring up the topic. The most frequently-used expressions for asking for directions are *Can you give me the directions to …?*, *How can I get to …?*, and *What's the best way to …?* If you want to sound more polite, the use of such expressions as *Would you please tell me …?* and *Could you kindly help me get to …?* will help.

If you need to give directions in English, the following ways are recommended.

Firstly, learn to use fixed expressions to show a particular direction. For example, there are three ways for showing the direction of left: *Turn left*, *Go left*, and *Take a left turn*.

Secondly, use landmarks to tell the person what to watch for, for example, *You'll pass a gas station*, *You'll see a big statue on the left*, etc.

Thirdly, separate each leg of the route with a transition, such as *after that*, *then*, *next*, *finally*, etc.

Fourthly, offer the estimated length of time it will take to get to B from A, for example, *It's a five-minute walk*, *It takes about 10 minutes*, *Keep going for about 15 minutes*, etc.

Please refer to the following table for more expressions that can be used to ask for and give directions.

Expressions for asking for directions	Expressions for giving directions
• Where is the restroom, please? • Can you tell me how to get to the nearest post office? • Would you please give me the directions to the Oriental Pearl Tower? • Is this the right way? • Is it far? • Can / Could you show me on the map?	• Take the first left. • Take the first street on the left. • Turn right at the next traffic light. • Go along the main road / the fifth avenue. • Go straight down this street for two blocks / about five minutes. • Go past a cinema / a church. • Keep going until you reach a crossroad. • It's at the corner of Ducane Road and Bright Street. • You will see the sign. • It's right across the street. You can't miss it!

3 Work in pairs and role-play the following situations. Use the skills for asking for and giving directions.

Situation 1
I can't find my way!

A You want to go to the following places:
1 A nightclub called Risky Business;
2 A restaurant called The Waterfall;
3 The Screen by the Pond cinema;
4 The Museum of Fashion and Design.
Ask B for directions to these places.

B Listen to A's problems. Read the map on Page 145 and give directions to A.

Situation 2
Can you show me the direction?

A You want to go to the following places:
1 The Ferry Theater;
2 The Concert Hall;
3 A bar called The Consultants' Rescue;
4 The Modern Art Gallery.
Ask B for directions to these places.

B Listen to A's problems. Read the map on Page 145 and give directions to A.

Group discussion

Applying for an award for a dream journey

Get ideas

1 Read the award information below. Then listen to a woman describing her plan for a dream journey and fill in the blanks.

Journey of My Dreams is an award of $5,000 for the best idea for an original and inspiring journey anywhere in the world. The winner will receive training in film-making and will record their experiences for a future program.

	Details of the journey
Destination	We would like to go to Easter Island. It is very 1) ________, very 2) ________ from other places.
Means of transportation	We are going to travel there by 3) ________.
Duration of the trip	The trip is going to take 4) ________.
Visiting activities	We want to experience the local 5) ________, their music, food, and 6) ________. So our plan is to 7) ________ the local people about these things and to film them. We hope to 8) ________ about their traditions and to see what they think of their 9) ________.
Evaluation of the trip	This is the journey of our 10) ________.

Discuss and organize ideas

2 Work in groups. Work out a plan for your dream journey and apply for the award. Discuss the questions and take notes in the following table.

1 When / Where / How are you going to travel?
2 How long will the trip take?
3 Who are you going to go with?
4 What would you like to see / experience / do?
5 Why do you deserve the award?

When	Where	How	How long	Who (people to go with)	What (things to see / experience / do)	Why (the reason you deserve the award)

3 Prepare for a presentation of your dream journey. Use the notes to organize your ideas.

Present ideas

4 Present your dream journey to the class. Before you begin, refer to the checklist below to see if you are ready.

Checklist
☐ Speak easily and clearly about our plan.
☐ Make my presentation easy to understand.
☐ Use appropriate expressions to present my ideas.
☐ Use different types of sentences when speaking.
☐ Use appropriate intonation patterns.

5 Vote for the group which should win the award.

Further practice in listening

Short conversations

New words

take sth. for granted 视某事为理所当然
what-if *n.*(*infml.*) 假设的事情
alien /'eɪliən/ *n.* 外星人；外星生物

Listen to five short conversations and choose the best answer to each question you hear.

1 A It costs less money.
  B It offers more privacy.
  C It provides more comfort.
  D It helps make new friends.
2 A Send these children to school.
  B Help clean the tiny, dirty houses.
  C Give these children some money and food.
  D Have their daughter get to know such a life.
3 A Travel alone in safe places in India.
  B Follow the Indian culture and customs.
  C Wear the same clothes as the local women.
  D Choose another place to go instead of India.
4 A Whether Jane will take care of her son and dog.
  B Whether she can go to Jane for some advice.
  C Whether it is possible to travel with her kid.
  D Whether she can drive a jeep in her travel.
5 A The human nature of dreaming the impossible.
  B Traveling between the past and the future.
  C The possibility of traveling back in time.
  D The popularity of time travel stories.

Long conversation

New words

rainforest /'reɪnˌfɒrɪst/ *n.*（热带）雨林
spectacular /spek'tækjʊlə/ *a.* 引人入胜的；非常壮观的
shade /ʃeɪd/ *n.* 色度；（色彩的）浓淡

Listen to a long conversation and choose the best answer to each question you hear.

1 A There are so many plants that it is hard to see the sky.
  B Many plants are sick because of the lack of sunlight.
  C The plants are more spectacular than she has ever dreamed.
  D The plants struggle hard to see the sun or the sky above.
2 A They enjoy being so far away from technology.
  B They live miles and miles away from each other.
  C They never travel more than 15 miles along the river.
  D They are separated from the world outside of the jungle.
3 A Because Emily showed her a great treasure.
  B Because Emily helped her win a big prize.
  C Because Emily gave her an empty bottle.
  D Because Emily gave her a bottle of wine.
4 A Small and common things should also be valued.
  B Local people in the rainforest are easier to please.
  C Without modern technology life can be quite different.
  D Local people in the rainforest take modern life for granted.

Passage 1

Listen to a short passage and choose the best answer to each question you hear.

1 A They may know the real meaning of nature experiences.
  B They may know how distant they are from nature.
  C They may gain a real experience of nature.
  D They may be more distant from the actual nature.

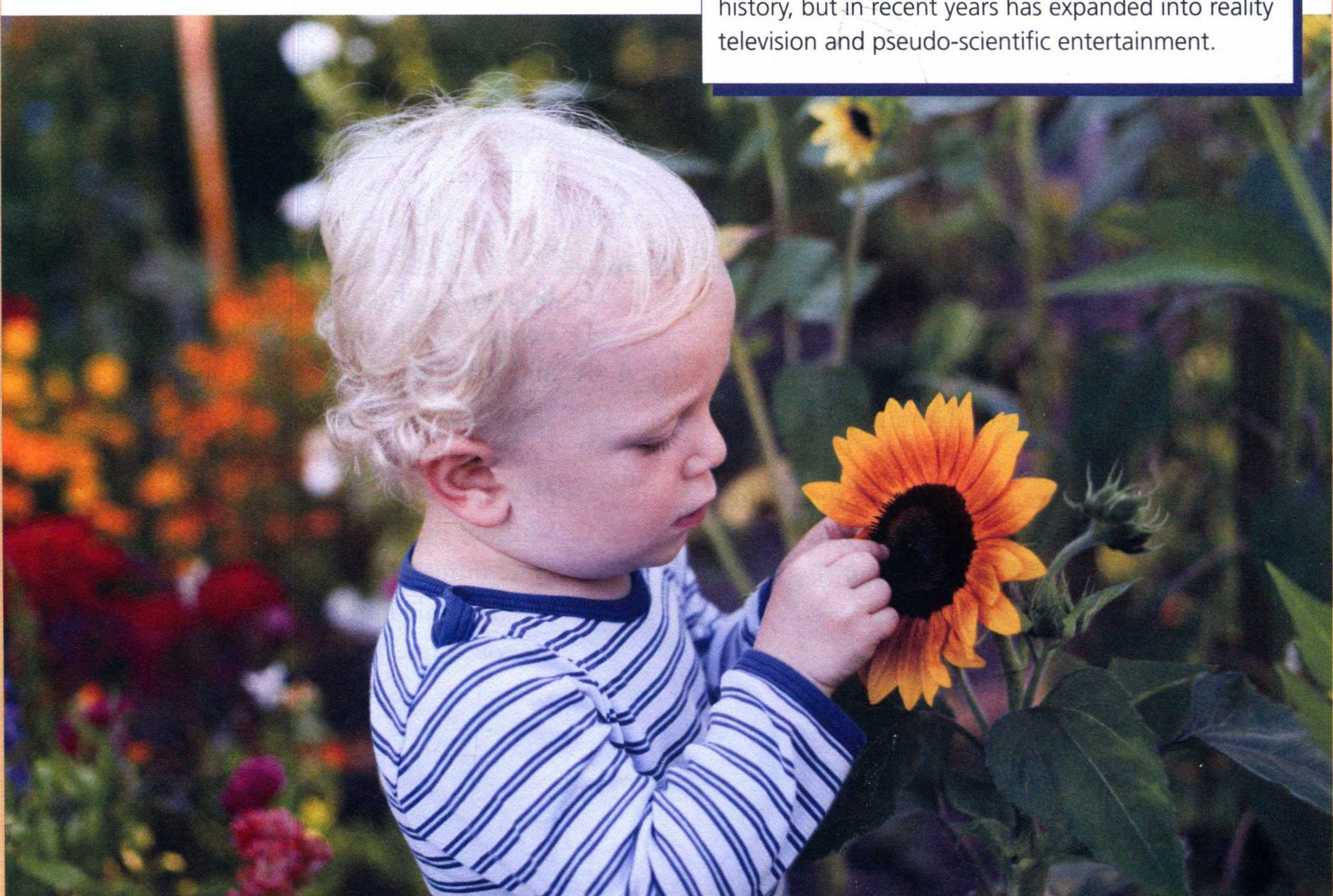
2 A By experiencing it with the five senses.
  B By going to the forests of the Amazon.
  C By watching the Discovery Channel.
  D By going to the wilds of Africa.

3 A Nature is too mysterious to understand.
  B Nature seems very far away from them.
  C Parks and gardens are not precious nature.
  D Backyard trees and flowers are part of nature.

4 A Nature programs are good for adults but not good for children.
  B Parks and gardens are good places to experience nature.
  C Children should learn a lot of knowledge about nature.
  D Real nature experiences come from physical contact with nature.

Culture notes

Discovery Channel: an American basic cable and satellite television channel. It initially provided documentary television programming focused primarily on popular science, technology, and history, but in recent years has expanded into reality television and pseudo-scientific entertainment.



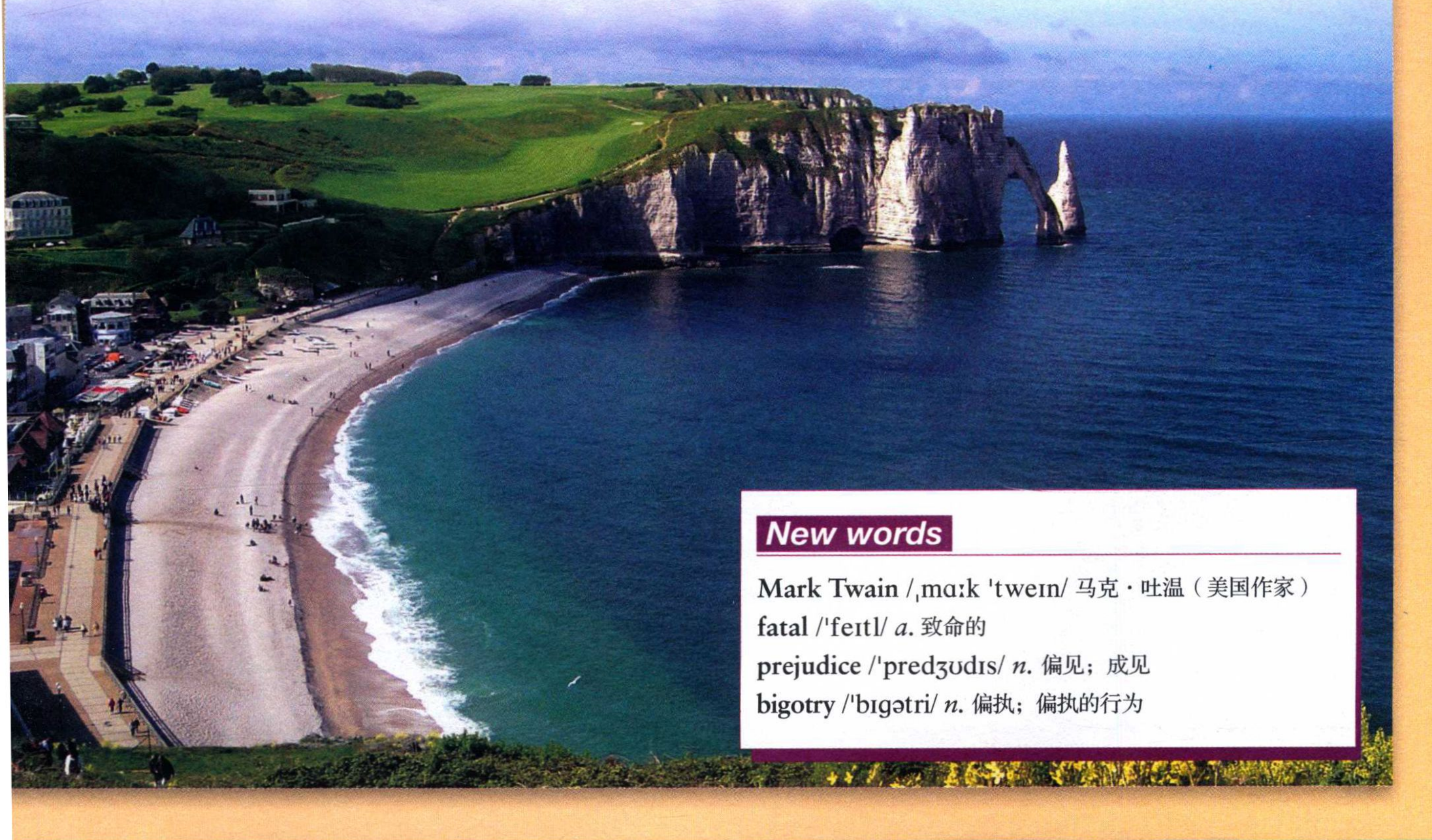
Passage 2

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

I have never been able to understand people who don't see the point in traveling. The common reason is that traveling is a waste of time and money. I've heard some are 1) ___________ to travel too far away. I can't help but feel sorry particularly for those who 2) ___________ the experience of seeing a new place as a 100 percent 3) ___________ one. Telling them stories about unusual encounters doesn't 4) ________________ the expected curiosity but a "Why would you wanna go there!?" It makes me 5) ________________ humanity. Experience is the best teacher and knowledge is power. The things traveling can teach you are beautiful because you learn to trust in what you see rather than what you are told.

It was Mark Twain who said, "Travel is fatal to prejudice, bigotry and narrow-mindedness," which in my mind 6) ________________ as the closest to the truth about traveling. Too bad there aren't enough people with the means to travel actually doing it. If you have the means to go abroad, you should do it despite going out of your comfort zone. You might realize why you loved it once you're back home.

I think traveling is also the best thing you could do if you feel 7) ___________ at home, don't know what to do with your future, your life, your partner – anything. Once you are away, 8) ___________ somewhere very new and unknown, you are forced to 9) ___________ and meet people. This works especially if you travel alone. A new life and especially the new relationships you build, even if only for a short period of time, 10) ___________ opportunities and views you never would have thought of and had otherwise.



New words

Mark Twain /ˌmɑːk ˈtweɪn/ 马克·吐温（美国作家）
fatal /ˈfeɪtl/ *a.* 致命的
prejudice /ˈpredʒʊdɪs/ *n.* 偏见；成见
bigotry /ˈbɪɡətri/ *n.* 偏执；偏执的行为

Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about traveling experiences.	☐	☐
I can understand the problem-solution pattern.	☐	☐
I can ask for and give directions.	☐	☐
I can make a plan for a dream journey.	☐	☐



Time out

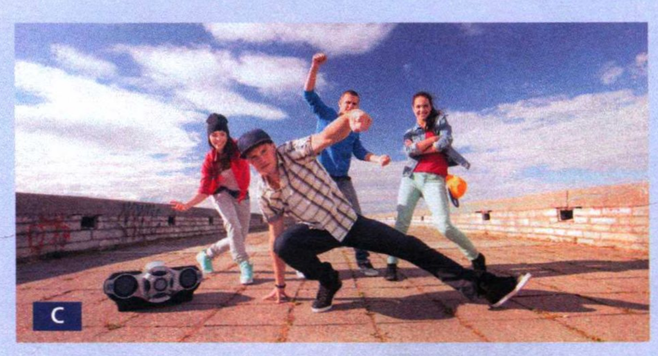
Learning objectives

- talk about leisure activities
- listen for information about plans
- manage phone problems
- plan a perfect day

Opening up

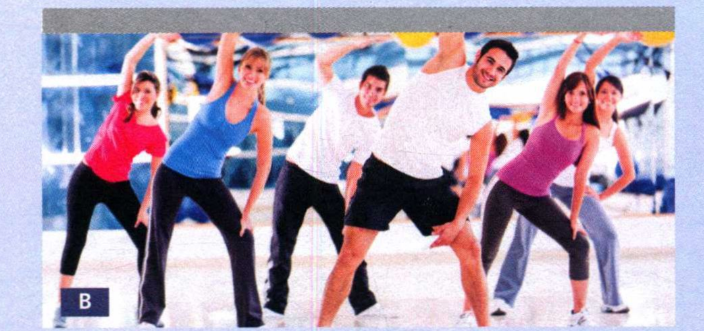
1 Look at the pictures and read the activities. Then match the activities 1-6 to the pictures A-F.

____ 1 street dancing
____ 2 bungee jumping
____ 3 flower arranging
____ 4 go-karting (卡丁车比赛)
____ 5 aerobics (有氧健身操)
____ 6 water skiing







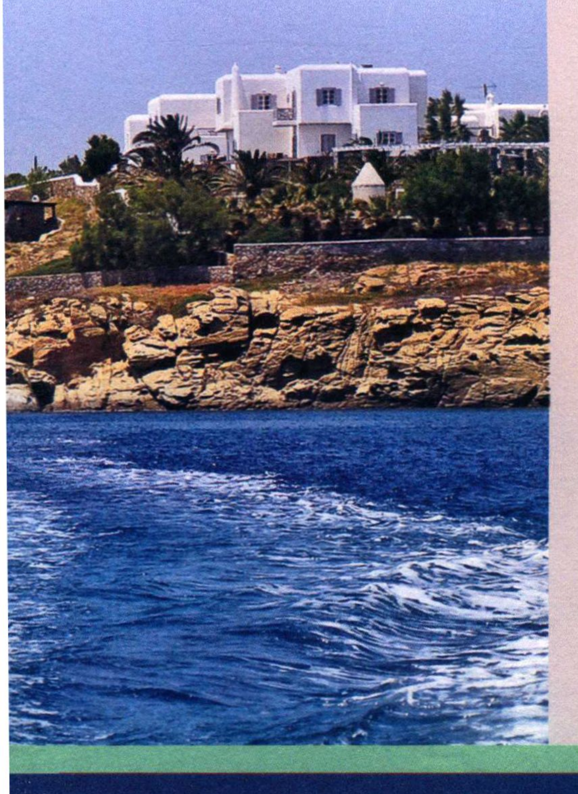




F

2 Work in pairs and discuss the question: Have you ever tried the following leisure activities in your spare time? Then check (✓) the ones you have never done but long to have a try and give your reasons.

- ☐ 1 snow skiing
- ☐ 2 street dancing
- ☐ 3 video games
- ☐ 4 camping
- ☐ 5 bungee jumping
- ☐ 6 rock climbing (攀岩)
- ☐ 7 horse riding
- ☐ 8 flower arranging
- ☐ 9 go-karting
- ☐ 10 aerobics
- ☐ 11 water skiing
- ☐ 12 stamp collecting
- ☐ 13 canoeing (划独木舟)
- ☐ 14 barbecue / BBQ (烧烤)
- ☐ 15 yoga (瑜伽)
- ☐ 16 jogging
- ☐ 17 cycling
- ☐ 18 Internet surfing

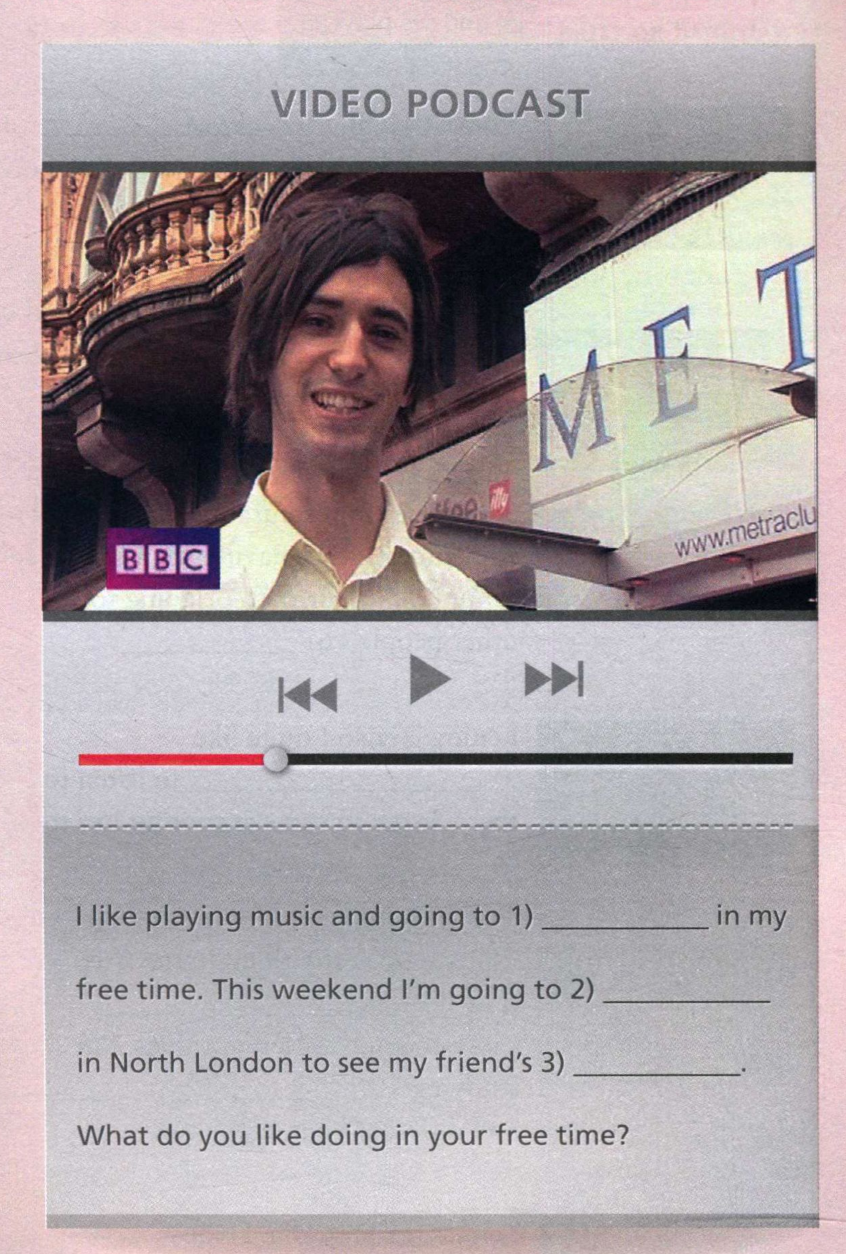


Listening to the world

Sharing

1 Watch a podcast from the beginning to the end for its general idea.

2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Finn uses.



I like playing music and going to 1) ________ in my free time. This weekend I'm going to 2) ________ in North London to see my friend's 3) ________.

What do you like doing in your free time?

Now watch again and check your answers.

3 *What do they like doing in their free time?* Look at the people below and read the statements. Then watch Part 2 of the podcast and fill in the blanks.



I like to 1) ________________. I like to be very active. I like to do a lot of sport. I also like to see a lot of friends. I like to go to 2) __________. I like to go and see plays.



I have two 3) ________________ so I don't have much free time. But 4) ________________ is er, is one of my great pleasures.



I like er, coming up here to London to see galleries and theater, and things like that. Um, I like 5) ________________ a lot. Sometimes in restaurants, and sometimes, either having friends around ... uh for that, or going to other people's 6) __________.



I enjoy jazz so I quite like 7) ________________ to listen to the ... listen to some jazz or go out to 8) ________________.



I like to do many things in my free time. I 9) ________________.
I love to study different things. I'm studying 10) ________________ and different languages now.



I enjoy reading. Um, I enjoy 11) ________________. Um, I also enjoy er, creative writing, um, and 12) ________________.

Now watch again and check your answers.

New words

Part 3

marathon /'mærəθ(ə)n/ *n.* 马拉松赛跑

Nottingham /'nɒtɪŋəm/ 诺丁汉（英国英格兰中部城市）

Robin Hood Festival /ˌrɒbɪn 'hʊd 'festɪvl/ 罗宾汉节

Culture notes

Robin Hood Festival: a week-long fun-packed celebration of the life and times of the famous Robin Hood. It is held in August each year at Sherwood Forest. This event recreates a medieval（中世纪的）atmosphere and features the major characters from the Robin Hood legend. Robin Hood was a popular heroic figure in the medieval period in English folklore. He lived as an outlaw in Sherwood Forest, famous for robbing from the rich and giving to the poor with the assistance of a group of fellow outlaws known as "merry men".



4 *What are they going to do this weekend?* Look at the people below and read the statements. Then watch Part 3 of the podcast and check (✓) the true statements.

☐ 1

He's going camping with his son's school friends.

☐ 2

She's going to run a marathon for the Robin Hood Festival.

☐ 3

He's going to have a stressful weekend.

☐ 4

She's going to have a long trip this weekend.

☐ 5

He's going to have dinner at his friends' house on Sunday night.

☐ 6

He's going to a friend's birthday party on Saturday.

Now watch again and check your answers.

5 Work in pairs and tell your partner what you like doing in your free time and what you're going to do this weekend. Use the prompts to help.

In my free time I enjoy ____________________

____________________, and I love

____________________,

because ____________________

____________________.

This weekend I'm going to ____________________

____________________ and

____________________.

Listening

BEFORE ▶ you listen

1 Work in pairs and discuss the questions.

1 How much money do you usually spend when you go out for an evening?
2 Where do you usually go in your leisure time? What do you usually do? How much money do you spend on each activity?

LISTENING SKILLS

Listening for information about plans

There are many situations in which you listen to other people talk about their plans or arrangements for the future, for example, the arrangement for the weekend, the plan for losing weight, the plan for a business project, etc., so it is quite important for you to learn how to listen for information about plans.

At sentence level, a strategy you may use to identify information about future arrangements is to listen for sentences in future tense, typically sentences including the structure *be going to do sth.*, and the modal verb *will*, as in the following examples:
This week I'm going to go swimming every day.
I'll take a trip up the coast to the beach.

But in English, present continuous tense is also frequently used to introduce future arrangements, which seems confusing, but is in fact an idiomatic way to say that something is planned and will be done in the near future, for example, *I'm having dinner with John tonight.*

At discourse level, if there is more than one activity in the arrangement or plan, signal words and expressions are used to inform listeners of the order of these activities, as in the following plan for writing a term paper:

> *First, I will read the short story carefully, and take notes of ideas related to the theme I want to discuss. Next I plan to search the electronic databases for relevant academic papers to see what has and has not been written on this theme. After that, I will work out the outline of my paper and discuss it with my professor for suggestions.*

In the above example, signal words and expressions like *first, next,* and *after that* are used to indicate the sequence of the activities in the plan. Similar signal words and expressions include *at first, to begin with, (and) then, afterwards, later, when it is finished, finally, in the end*, etc.

In the following exercise you're going to listen to a radio program in which Dominique and Rob are asked to talk about their plans for an evening in London. Pay special attention to the signal words and expressions, and tenses they use to obtain relevant information about their plans for the evening.

New words

Dominique /ˌdɒmɪ'niːk/ 多米尼克
National Gallery /ˌnæʃn(ə)l 'gæləri/ 国家美术馆（英国伦敦）
entertainer /ˌentə'teɪnə/ *n.* 表演者；艺人

Culture notes

The King's Head: a well-known pub in Islington in North London

Brick Lane: located in the East End of London. There are a popular flea market（跳蚤市场）and lots of restaurants and shops.

WHILE ▶ you listen

2 Read the table. Then listen to the radio program and complete the table. Pay close attention to the signal words and expressions, and the sentences using "be going to" or the present continuous tense.

	Signal words and expressions	Plans
Dominique	First of all	I'm going to 1) ________ at the Tate Modern.
	Then	I'm meeting some friends and we're 2) ________ at a pub called The King's Head.
	Afterwards	We're 3) ________ in Brick Lane.
	Then	I'm 4) ________.
Rob	I'm starting the evening with ...	I'm starting the evening with 5) ________, too. I'm going to the National Gallery to see the 6) ________ there.
	Then	I'm going to Covent Garden to 7) ________.
	And after that	I'm going to 8) ________. There's a really good 9) ________ just near Covent Garden.

Now listen again and check your answers.

AFTER ▶ you listen

3 Work in pairs and discuss the questions.

1 What do you think of the two plans? Which things would you like / not like to do?
2 How will you spend an evening out in your city with no more than 30 yuan?

Viewing

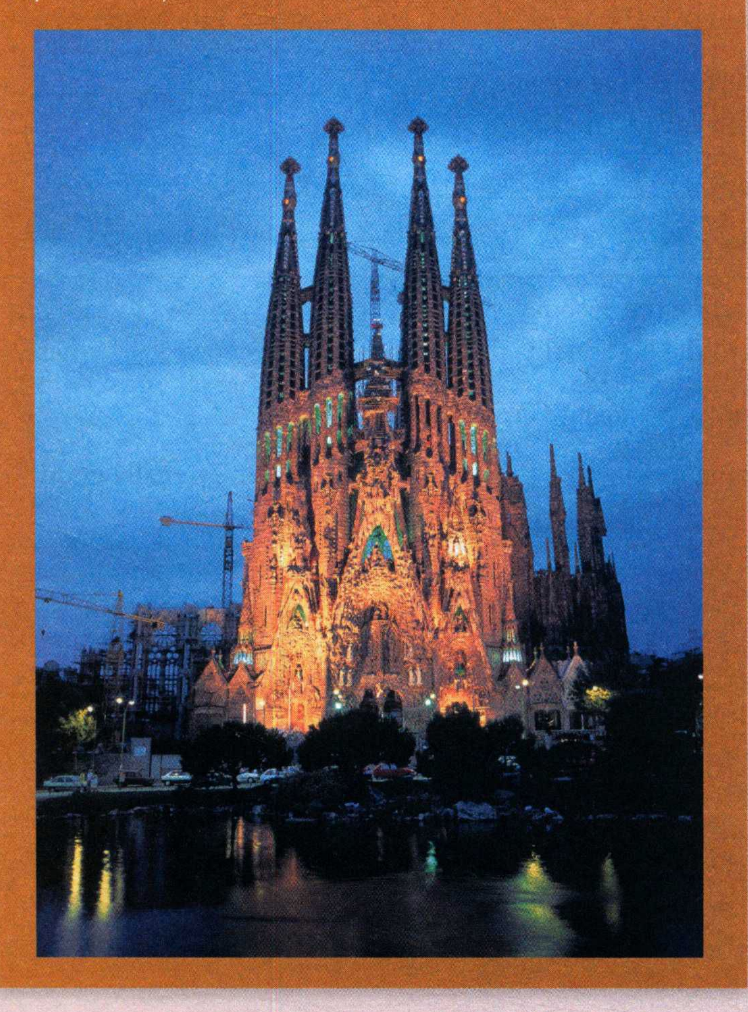
BEFORE ▶ you view

1 Read the program information and discuss the questions.

1 What do you know about Barcelona in Spain?
2 Would you like to go there? Why or why not?

BBC *Holiday 10 Best: Cities*

Holiday 10 Best takes a journey to different cities around the world to find out what they have to offer. They go to the coolest, hippest, biggest and most exciting places on the planet and discover what makes a city truly great. In this program Ginny Buckley gives us her ideas for how to spend the perfect day in Barcelona.



New words

Barcelona /ˌbɑːsɪˈləʊnə/ 巴塞罗那（西班牙东北部港市）
hip /hɪp/ *a.* 新潮的；时髦的
laid-back /ˌleɪd ˈbæk/ *a.* 自在的；从容的
creamy /ˈkriːmi/ *a.* 含奶油的
churro /ˈtʃɜːrəʊ/ *n.* 吉拿果
La Sagrada Familia /ˈlɑ sʌˈgrɑːdə fəˈmɪliə/ 圣家族大教堂（西班牙巴塞罗那大教堂）
siesta /siˈestə/ *n.* （尤指炎热国家的）午休，午睡
Juan Carlos /(h)wɑːn ˈkɑːlɒs/ 胡安·卡洛斯
Ramblas /ˈræmbləs/ 兰布拉大道（巴塞罗那市中心的一条繁盛的步行林阴道）
Pinocchio's Bar /pɪˈnəʊkjʊs bɑː/ 酒吧名
array /əˈreɪ/ *n.* 一批；大量
Med /med/ *n.* 地中海地区
nibble /ˈnɪbl/ *n.* 一小口

Culture notes

churro: a long, curly doughnut-like（像炸面圈那样的）cake, usually eaten for breakfast

tapas: delicious bar snacks made with fish, meat, vegetables, and salads

La Sagrada Familia: Antoni Gaudí's unfinished masterpiece（代表作）. It is visited by millions of tourists every year and is one of Barcelona's most important landmarks. When Gaudí died in 1926, he'd worked on it for over 40 years. His unique style was inspired mainly by nature. Work continues on the building, but is not expected to be completed until 2026.

WHILE ▶ you view

2 Read the paragraphs. Then watch Part 1 of the video clip and fill in the blanks.

Holiday 10 Best takes a journey to the coolest, the hippest, the biggest, and the most exciting cities around the world. We've got shopping, socializing, 1) ________, history, culture, and of course the odd 2) __________ or two.

So, what is it that makes a city truly great? Let's face it: We spend most of our time trying to 3) __________ ______ them. They're busy; they're crowded; they aren't exactly 4) __________. So, how does Barcelona manage to get it so right?

I love Barcelona. I've been here about 5) __________ ________ times, and what keeps bringing me back? Well, it's the art, the great buildings, 6) __________ shopping, and just the general laid-back 7) __________ to life. It's my favorite city and I'm gonna show you my recipe for the 8) __________ day here.

Now watch again and check your answers.

3 Read the answer choices. Then watch Part 2 of the video clip and choose the activities that the presenter suggests for the perfect day in Barcelona.

10:00	a	breakfast with coffee and toast
	b	breakfast with hot chocolate and churros
11:00	a	sightseeing – La Sagrada Familia
	b	shopping on the Ramblas
13:00	a	have lunch – try some tapas
	b	have a picnic on the beach
16:00	a	have a snack
	b	go shopping
18:00	a	visit the beach
	b	get a drink
22:00	a	go to bed
	b	go out for the evening

Now watch again and check your answers.

4 Read the answer choices. Then watch Part 2 of the video clip again and match what the presenter says to the time she is talking about.

10:00
11:00
13:00
16:00
18:00
22:00

a Now, one thing that will probably surprise you about Barcelona is that it's got beaches. Five of them.

b What can I say? I'm a northern girl and I love my markets, and this is the best one I've found anywhere in the world.

c Now, you don't want to start your day too early because it's going to be a long one.

d The way to approach a night out in Barcelona is to take a drink here, a nibble of tapas there, and then repeat until you get tired, or the sun comes up.

e First stop on my sightseeing tour: La Sagrada Familia.

f People always think that a siesta is about sleeping. Not true. In Barcelona, it means a nice, long lunch, and that means it's time for tapas.

Now watch again and check your answers.

AFTER ▶ you view

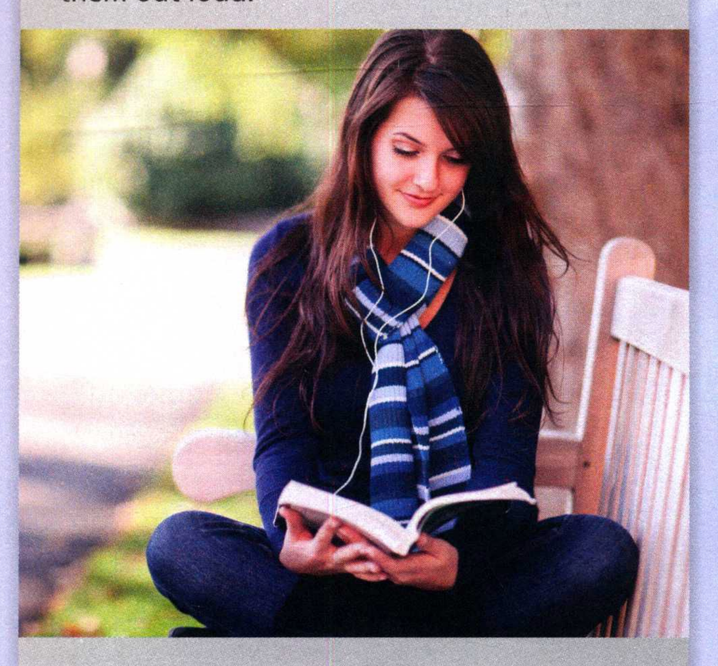
5 Work in pairs and discuss the questions.

1 Would you enjoy any of the things the presenter talks about? Which ones and why?
2 Would you make any different arrangements if you were the presenter?

Speaking for communication

Imitation

Listen to the following statements and read them out loud.



1 I like coming up here to London to see galleries and theaters, and things like that. (Sharing)

2 This weekend I'm going to see some friends on Saturday night, and have dinner at their house. (Sharing)

3 I don't know if that's true, but I'm going to try anyway. (Listening)

4 It's my favorite city and I'm gonna show you my recipe for the perfect day here. (Viewing)

5 Now, you don't want to start your day too early because it's going to be a long one. (Viewing)

Role-play

1 Read the notes. Then listen to four people making phone calls and complete the notes.

Conversation 1

KING'S RESTAURANT

Reasons for calling: ____________.

Rodney Collins, table for ________ people.

Day: ________. Time: ________.

Conversation 2

HIGH TOWER PRODUCTIONS

Reasons for calling: ____________

____________.

Two tickets for Judy ________.

Original date: ________.

New date: ________.

Conversation 3

Reasons for calling: ____________.

Dinner with Wendy and their friends.

Zanzibar's at ________ on

________ night.

Conversation 4

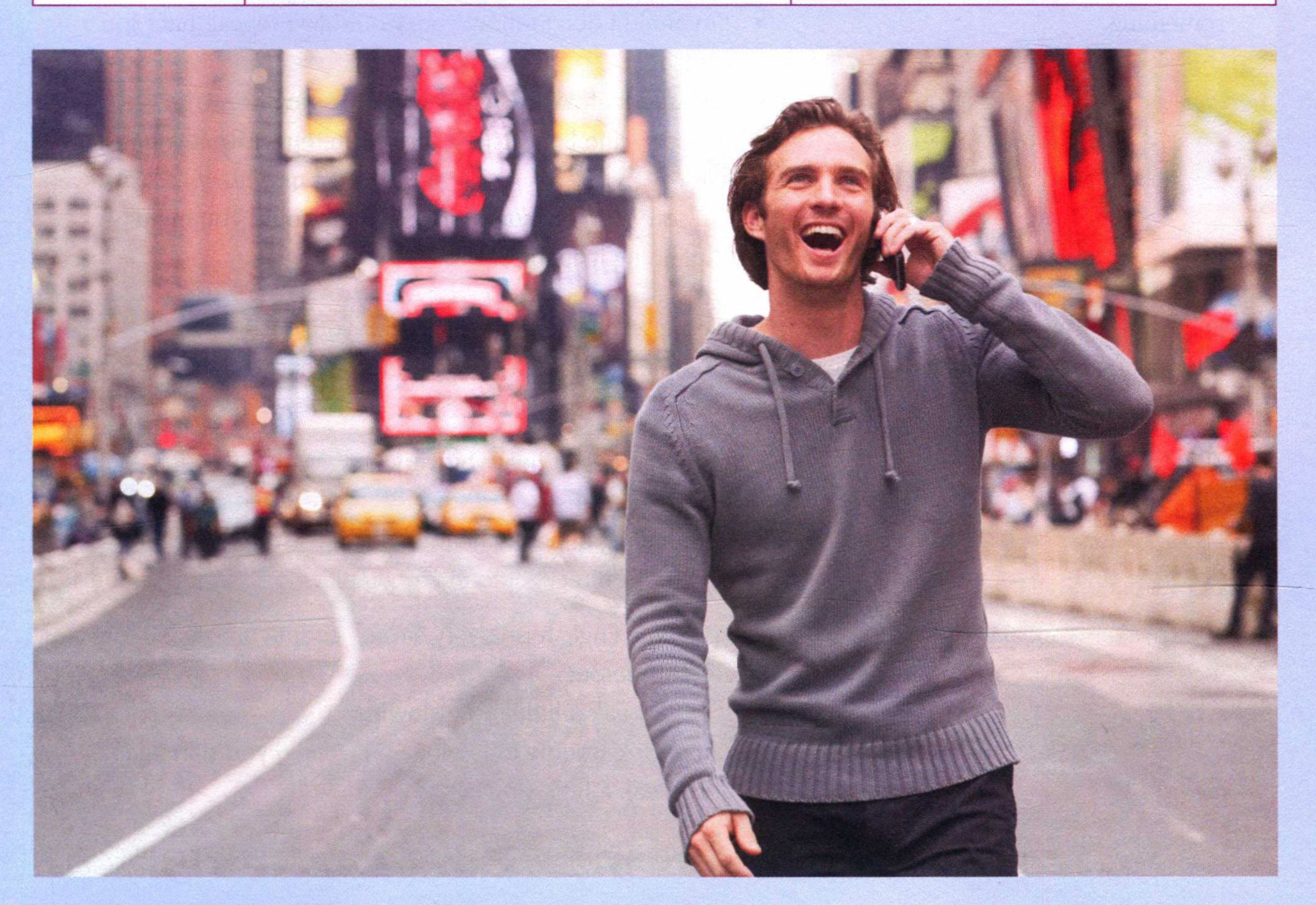
To: Sarah Hobbs. Caller: Andy Jones.

Message: Cancel ____________.

Please call back on ________.

2 Read the table. Then listen to the conversations again and write down the expressions used in these situations in the conversations.

Conversations	Situations	Expressions
1	The restaurant manager didn't catch the name of the customer.	
2	The box office worker wanted to check whether the customer had booked a ticket.	
	The box office worker didn't catch the name of the customer.	
	The customer couldn't follow the box office worker because he spoke too fast.	
3	Wendy's friend was on a noisy street and couldn't hear what Wendy said.	
4	The receptionist didn't catch the telephone number.	



SPEAKING SKILLS

Managing phone problems

In the previous four conversations, you may find that the speakers encounter some problems of telephone communication. The speaking skill you are going to learn in this unit is how to manage phone problems. The following are some problems that may arise during a telephone conversation, and the expressions that may help keep the conversation going in these situations.

- When you fail to catch or understand something, you may say *I'm sorry, I didn't get that. Could you say it again, please?*
- When you are not sure whether the information is correct, you may say *One moment. Can I just check?*
- When the speaker's voice is too low, you may say *I'm sorry, could you speak up, please?*
- When the speaker is speaking too fast, you may say *Sorry, can you slow down, please?*

Please refer to the following table for more expressions that can be used to manage phone problems.

Phone problems	Expressions for managing phone problems
The hearer fails to catch / understand something.	• Sorry, I didn't catch that. Did you say ...? • I'm afraid I don't follow you. Could you repeat that, please? • I missed that. Would you mind repeating it? • I'm sorry, the line's bad – could you repeat what you just said? • I'm sorry, I'm not sure I understand. Would you mind explaining it again, please?
The hearer wants to check the information provided by the speaker.	• Please wait while I check that for you. • One moment please while I double check on that for you.
The speaker's voice is too low.	• I'm sorry, I can't hear you very well. Would you speak up a little, please? • I am having difficulty hearing you. Please speak louder and speak directly into the mouthpiece of your telephone.
The speaker is speaking too fast.	• Sorry, my English isn't very strong, could you speak more slowly, please? • Please speak a little more slowly. • I'm having trouble following you. Would you start again and speak a little slower?

3 Work in pairs and role-play the following situations. Use the skills of managing phone problems.

Situation 1
Inviting a friend to a movie

A You are calling student B to invite him / her to a movie this evening. Say the name and time of the movie.

B Answer the phone. Listen and respond to the invitation. But you don't get the name of the theater, so you ask Student A to repeat that.

Situation 2
Changing a reservation

A You are calling Brandon's Restaurant. You want to change your reservation from 7:00 p.m. on Tuesday to 8:00 p.m. next Wednesday. There will now be 10 people, not five, so you need a bigger table.

B You work for Brandon's Restaurant. Answer the customer's telephone. Check the reservation, take the message, change the reservation and confirm if it is possible.

Group discussion

Planning a perfect day

Get ideas

New words

Prague /prɑːg/ 布拉格（捷克首都）
Charles Bridge 查尔斯桥（位于布拉格）
souvenir /ˌsuːvəˈnɪə/ *n.* 纪念品
Castle (Prague Castle) 布拉格城堡（布拉格）
tram /træm/ *n.* 有轨电车
Petrin Hill /pəˈtrɪn hɪl/ 帕特星山（布拉格城堡附近）
Municipal House /mjuːˈnɪsɪpl haʊs/ 市政大楼
St. Nicholas Church /seɪnt ˈnɪk(ə)ləs tʃɜːtʃ/ 圣尼古拉斯教堂（布拉格）
Bach /bɑːh/ 巴赫（德国作曲家）
Mozart /ˈməʊtsɑːt/ 莫扎特（奥地利作曲家）
Vivaldi /viːˈvɑːldiː/ 维瓦尔迪（意大利作曲家）
Kolkovna /kɔːlˈkɒvˌnə/ 科尔科夫纳（餐厅名，位于布拉格）
Czech /tʃek/ *a.* 捷克的

1 Read the activities. Then listen to a woman talking about her plans for a perfect day out and number the activities in the order she talks about them.

____ a go to a concert
____ b go sightseeing
____ c have dinner in a restaurant
____ d go to a market
____ e walk through the old city
____ f relax in a park

2 Read the key phrases and the statements 1-5. Then listen to the talk again and use the key phrases to complete the statements 1-5.

Key phrases

a We're starting the day ...
b After breakfast, we're going to ...
c In the afternoon, we're ...
d Afterwards, we're ...
e In the evening, we're planning to ...

1 ____ walk through the old city.
2 ____ in the main square.
3 ____ taking a tram around the city.
4 ____ go to a classical music concert.
5 ____ going to relax in the park.

Discuss and organize ideas

3 Work in groups and discuss what you want to do for a perfect day. Take notes in the following table.

Time / Order	Places	Activities

4 Prepare for a presentation of your plan. Use the notes to organize your ideas.

Present ideas

5 Present to the class your group's plan for a perfect day out. Before you begin, refer to the checklist below to see if you are ready.

Checklist
☐ Speak easily and clearly about my plan.
☐ Make my presentation easy to understand.
☐ Make appropriate use of the key phrases.
☐ Use appropriate intonation patterns.

6 Vote for the best plan.

Further practice in listening

Short conversations

New words

dog-tired /ˌdɒg ˈtaɪəd/ *a.* 筋疲力尽的
cookout /ˈkʊkˌaʊt/ *n.* 露天烧烤聚会
sweet cherry *n.* 欧洲甜樱桃；洋樱桃
intimidating /ɪnˈtɪmɪˌdeɪtɪŋ/ *a.* 令人胆怯的；令人紧张不安的

Listen to five short conversations and choose the best answer to each question you hear.

1 A She used to take long walks in the hills.
B She got very tired from walking her dog.
C She worked very hard in the woods last week.
D She once wore high-heeled shoes during a long walk.

2 A Add more sweets to Coke at the party.
B Have a barbecue party in the backyard.
C Add flavor to the barbecue sauce with Coke.
D Prepare more Coke for the barbecue party.

3 A $45.
B $50.
C $55.
D $60.

4 A She is too intimidated to speak in front of others.
B She is not very confident in her own figure.
C She has started doing exercise at home.
D She is waiting for a class to start now.

5 A She is good at planning weekend activities.
B She has never been on a camping trip before.
C She cannot save herself if she falls into water.
D She has more interest in canoeing than in camping.

Long conversation

New words

bell-bottom /ˈbel ˌbɒtəm/ *a.*（裤）喇叭形的
The Godfather 《教父》（电影名）

Listen to a long conversation and choose the best answer to each question you hear.

1 A They like the lifestyle at the beginning of the 1960s.
B They are inspired by the entertainment of the 1960s.
C They are big fans of famous actresses in the 1960s.
D They are likely to dress like people in the 1960s.

2 A They are brightly colored.
B They are in honor of the movie *The Godfather*.
C They are noodles popular in the 1970s.
D They are served on bright green leaves.

3 A Because regular noodles don't fit the theme of the party.
B Because alien noodles are better than regular noodles.
C Because they want to give everyone a big surprise.
D Because they don't like the movie *The Godfather*.

4 A They will watch some classic movies and old TV shows.
B They will start with some light desserts and coffee.
C They will have a drinking contest at a special bar.
D They will make and have fancy mixed drinks.

Passage 1

Listen to a short passage and choose the best answer to each question you hear.

1 A He will soon graduate from school.
  B He watches TV in the evenings lately.
  C He usually goes shopping on weekends.
  D He spends eight hours at school on weekdays.

2 A Going for long walks in the countryside.
  B Going with his friends to his cottage.
  C Going downtown with his family.
  D Going canoeing with his family.

3 A Having canoeing competitions.
  B Preparing food along the riverside.
  C Having swimming races.
  D Drifting down the river.

4 A Spending the evening talking with friends.
  B Cooking sausages over the campfire.
  C Singing songs around the campfire.
  D Cooking potatoes in the hot ashes.

New words

campfire /ˈkæmpˌfaɪə/ *n.* 营火；篝火
foil /fɔɪl/ *n.*（包裹食品用的）箔



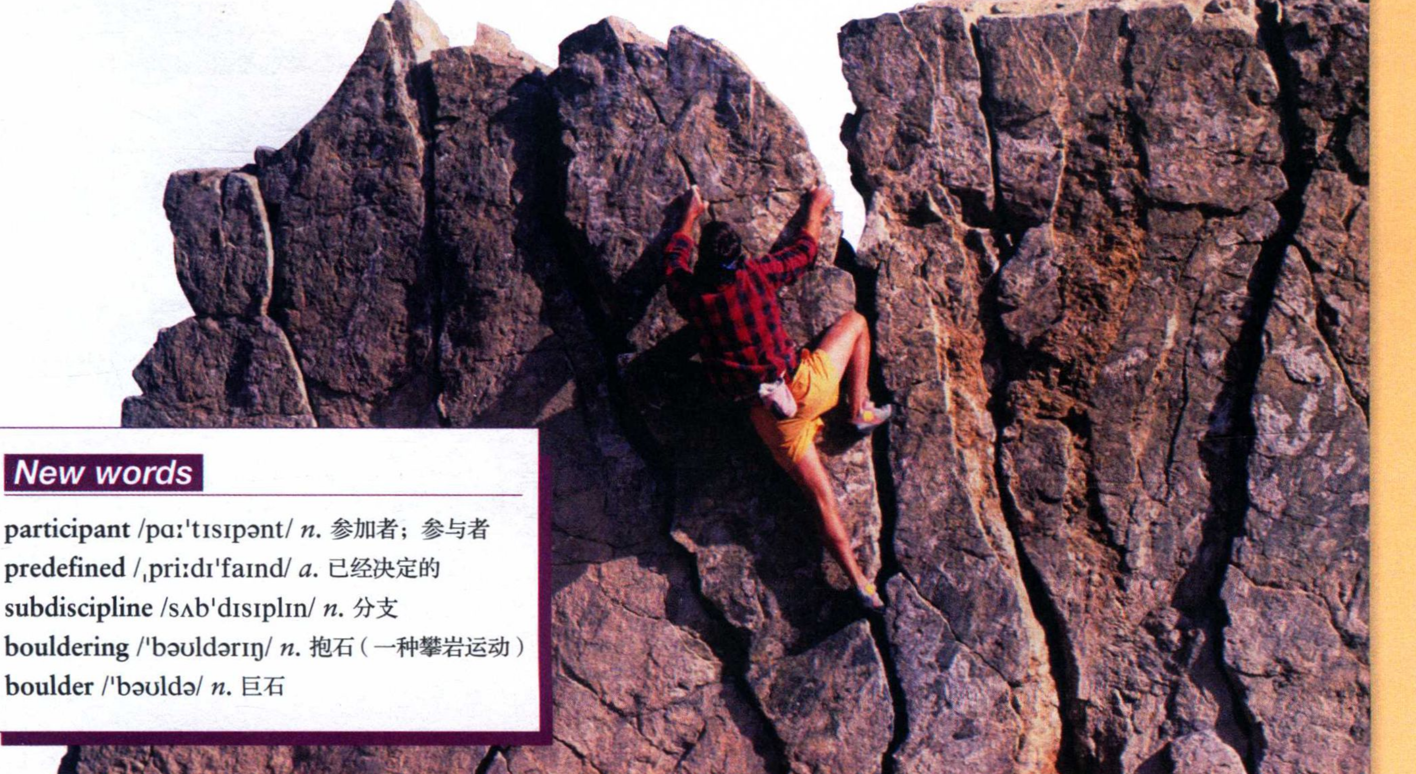
Passage 2

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

Rock climbing is an activity in which participants climb up, down or across natural rock formations or artificial rock walls. The goal of rock climbing is to reach the top of a formation or the endpoint of a predefined route without falling. Rock climbing competitions have 1) ___________ of completing the route in the quickest possible time or reaching the 2) ___________ point along an ever increasingly harder route. While not an Olympic event, rock climbing is 3) ___________ by the International Olympic Committee as a sport.

Rock climbing has been 4) _______________ ____ several different styles and subdisciplines. At its most basic, rock climbing 5) ___________ climbing a route with one's own hands and feet and little more than a cushioned bouldering pad for protection. This style of climbing 6) ___________________ as bouldering, since the relevant routes are usually found on boulders no more than 10 to 15 feet tall. As routes get higher off the ground, the increased risk of 7) ___________ injuries makes additional safety measures necessary. Climbers will usually work in pairs and use a system of ropes and anchors 8) ___________ to catch fallers.

Rock climbing is a physically and mentally demanding sport that tests a climber's strength, 9) ___________, and balance along with their mental control. It can be a dangerous sport and climbers are 10) ___________________ when they go climbing. However, the risk can be reduced by having the knowledge of proper climbing techniques and using specialized climbing equipment.



New words

participant /pɑː'tɪsɪpənt/ *n.* 参加者；参与者
predefined /ˌpriːdɪ'faɪnd/ *a.* 已经决定的
subdiscipline /sʌb'dɪsɪplɪn/ *n.* 分支
bouldering /'bəʊldərɪŋ/ *n.* 抱石（一种攀岩运动）
boulder /'bəʊldə/ *n.* 巨石

Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about leisure activities.	☐	☐
I can listen for information about plans.	☐	☐
I can manage phone problems.	☐	☐
I can discuss plans for a perfect day.	☐	☐



Life under the spotlight

Learning objectives

- talk about fame and celebrities
- understand cause and effect
- make requests and offers
- debate on whether we should hold on to our dreams



Opening up

Work in pairs and discuss the questions.

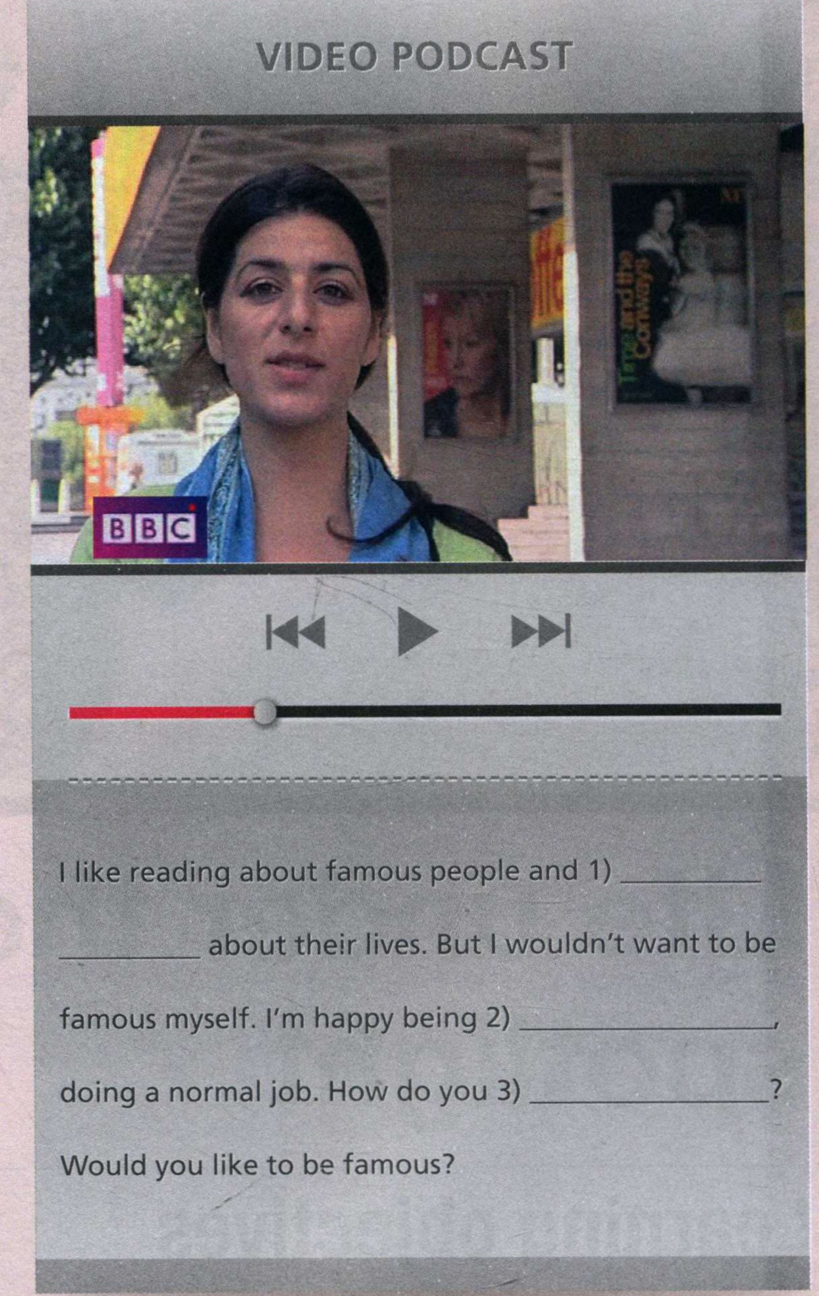
1 What are the positive and negative things about being famous?
2 What would you do if you were famous?
3 What is the difference between becoming famous in the past and now?

Listening to the world

Sharing

1 Watch a podcast from the beginning to the end for its general idea.

2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Hina uses.



Now watch again and check your answers.

New words

Part 2

obsessed /əb'sest/ *a.* （对……）着迷的

Part 3

charitable /'tʃærɪtəbl/ *a.* 慈善的

graphic designer /ˌgræfɪk dɪ'zaɪnə/ *n.* 平面设计师

anonymous /ə'nɒnɪməs/ *a.* 不知名的

anonymity /ˌænə'nɪməti/ *n.* 平淡无奇

3 *Would they like to be famous?* Look at the people below and read the statements. Then watch Part 2 of the podcast and check (✓) the true statements.

☐ 1 

She wouldn't like to be famous.

☐ 2 

He wouldn't particularly like to be famous.

☐ 3 

She'd like to be famous, but not too famous.

☐ 4 

She thinks people are too interested in fame nowadays.

☐ 5 

She would like to be really famous.

☐ 6 

He thinks that being famous is great.

Now watch again and check your answers.

4 *What would they like to be famous for?* Look at the people below and read the statements. Then watch Part 3 of the podcast and fill in the blanks.



I'd like to be famous for doing something new and 1) __________.



Um, these days, I'd like to be famous for doing something 2) __________, I think. Ah, for the, sort of charitable work.



Maybe being 3) _______ __________.



I'd like to be well-known as a graphic designer, but that's not 4) __________.



If I were to be famous, ah, I would like to be famous for an amazing 5) __________, I think, or for perhaps, a medical cure, something to cure cancer.



I prefer to be anonymous. I like anonymity when I'm 6) ________________.

Now watch again and check your answers.

New words

Part 4

Barack Obama /bəˌræk əuˈbɑːmə/ 巴拉克·奥巴马（第 44 任美国总统）

Mischa Barton /ˌmɪʃɑː ˈbɑːt(ə)n/ 米莎·巴顿（英裔美籍电影、电视、舞台女演员）

Bob Dylan /ˌbɒb ˈdɪlən/ 鲍勃·迪伦（美国歌手和歌词作家）

vacuous /ˈvækjʊəs/ *a.* 无聊的

Ranulph Fiennes /ˌrænɔːf ˈfaɪns/ 雷纳夫·法因斯（英国探险家）

Arctic /ˈɑːktɪk/ *n.* 北极；北极地区

Edmund Hillary /ˌedmənd ˈhɪl(ə)ri/ 埃德蒙·希拉里（新西兰登山运动员、南极探险家）

Culture notes

Bob Dylan: an American singer, songwriter, musician, and artist, influential in popular music and culture for five decades. He is known for such songs as "Like a Rolling Stone", "Blowin' in the Wind", "The Times They Are A-Changin'", etc.

Sir Ranulph Fiennes: a British adventurer, pioneering polar explorer (探险者), and writer, who led the first north-south surface circumnavigation of the world (环球航行).

Sir Edmund Hillary: a New Zealand mountaineer (登山家) and explorer who, with the Sherpa (夏尔巴人) mountaineer Tenzing Norgay, was the first to reach the summit (山顶) of Mount Qomolangma (珠穆朗玛峰).

5 *Which famous person would they most like to meet?* Look at the people below and read the statements. Then watch Part 4 of the podcast and match the statements 1-6 to the people A-F.













____ 1 I think I'd like to meet er, Ranulph Fiennes – ah, just generally because of ... of what he's done, his sort of Arctic exploration,...

____ 2 I'd love to meet a famous explorer.

____ 3 Maybe Mischa Barton. Because she does loads of different things, and I think she's really pretty, and I like her style.

____ 4 I would like to meet Johnny Depp, because I enjoy his movies a good deal.

____ 5 Um, I'd like to meet Bob Dylan. I really like his music.

____ 6 It would probably be Johnny Depp, or somebody like that, 'cause he's really good-looking.

Now watch again and check your answers.

6 Work in pairs and answer the questions.

1 Would you like to be famous?

2 What would you like to be famous for?

3 Which famous person would you most like to meet? Why?

Listening

BEFORE ▶ you listen

New words

be stuck in a rut （生活或工作）刻板乏味，一成不变

1 Read the statements and the text. Then check (✓) the true statements.

☐ **1** If you are bored with doing the same thing every day, then you are stuck in a rut.

☐ **2** Many people think about changing their lives, but only a few of them take action.

☐ **3** Half of the holiday makers in the UK think about changing their jobs during the holidays.

RADIO HIGHLIGHTS



Are you bored with your life or your job? Do you do the same thing every day? Perhaps you're stuck in a rut, and it's time to look for something new.

Every year thousands of people dream about changing their lives. Many want to give up their jobs and start a new career, or move house, or learn a new skill. Lots of people say they'd like to do something different, like travel around the world, or move to a new country. But only a few people actually follow their dreams. Around holiday times a quarter of the people in the UK think about changing jobs, but when the holiday finishes, they just go back to work as normal. Others wait for an opportunity their whole lives but it never comes. We talked to two women who were not afraid of changing their lives. Listen to their stories on *Life Change*.

LISTENING SKILLS

Understanding cause and effect

Cause and effect is a common method of organizing ideas. Understanding cause and effect involves understanding why things happen (cause) and what happens as a result (effect). When you figure out why something happens and what happens as a result, this will help you understand better what a speaker is saying.

To figure out the cause-effect relationship, identifying signal words is the most commonly-used strategy. For causes, some of the signal words and expressions are: *because, since, now that, as, as a result of, due to, because of, owing to, on account of, attributed to, one reason for this is, a key factor is,* etc.; for effects, signal words and expressions like *consequently, as a result, as a consequence, one consequence of this may be, thus, therefore, hence, so that, accordingly,* and *this may result in* can be employed.

Sometimes the speaker may use qualifiers such as *partly, largely, possibly, certainly, perhaps, definitely, probably,* and *undoubtedly* to qualify cause-and-effect statements as in the example *The accident was probably caused by his careless driving*. These qualifiers are often used to show the degree of the speaker's certainty over what he says.

In the following exercise you are going to listen to a radio program in which two interviewees talk about the important changes they made in their lives and the reasons why they made such changes. Pay attention to the signal words and expressions that help identify the cause-effect relationship involved in the radio program.

WHILE ▶ you listen

2 Read the diagrams. Then listen to the radio program and complete the diagrams.

Anita Jacobs
Age: nearly 40
Job: used to work in 1) ________

CAUSE 1

She used to work long hours and didn't 2) ________________ much anymore.

CAUSE 2

She always wanted to 3) __________, but she never had the 4) __________.

EFFECT

So she decided to take a year off and 5) ________________.

Jasmin Wells
Age: in her 30s
Job: used to work as 6)________

CAUSE 1

She worked more than 100 hours a week and didn't use to 7) ____________ ________ for anything else.

CAUSE 2

She used to 8) ____________________ as a child and she really enjoyed making music.




EFFECT (CAUSE 3)

So she started piano lessons, and learned about 9) ____________________. She felt that it became a passion for her and realized that it was something she really 10) ____________________.



EFFECT

So she decided to 11) ____________________ for it, and eventually she gave up medicine, and started 12) ____________________.

Now listen again and check your answers.

AFTER ▶ you listen

3 Work in pairs and discuss the questions.

1 Do you think it was a good idea for Anita and Jasmin to make these life changes? Why or why not?
2 Can you think of a famous person who also has made a life-changing decision? Share the story with the class.

Viewing

BEFORE ▶ you view

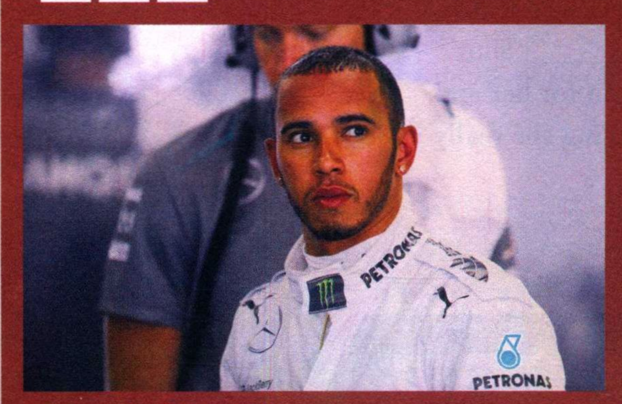
1 Read the program information below and answer the questions.

1 What qualities do you think a Formula One driver usually has?
2 Why does Lewis Hamilton say his life now is a dream come true?

New words

go-kart /ˈɡəʊ ˌkɑːt/ *n.* (敞篷的)微型赛车
celebrity /səˈlebrəti/ *n.* 名人
Blue Peter mini-Grand Prix Blue Peter 遥控赛车大奖赛
lap /læp/ *v.* 领先(另一竞赛者)一圈
go-karting /ˈɡəʊ ˌkɑːtɪŋ/ *n.* 卡丁车赛

BBC



Lewis Hamilton: Billion Dollar Man

Billion Dollar Man is a BBC documentary about Formula One driver Lewis Hamilton, who is now a celebrity. He started life as an ordinary British boy – he wasn't from a rich or amazingly talented family – but Lewis and his father were always ambitious. Lewis first found fame and glory by winning competitions with electric cars and then go-karts. His progression was fast: In his early 20s he became a Formula One driver. Though young, he has already had a big impact on the sport. He has a great attitude: He always wants to win, but he is always smiling and polite. For this reason, sponsors love him and want to invest money in him. Lewis says his life now is a dream come true.

Culture notes

Lewis Hamilton: a British Formula One racing driver. He is the 2008 Formula One World Champion, and is currently racing for the Mercedes AMG team.

Formula One: officially referred to as the FIA Formula One World Championship. It is the highest level of single-seater auto racing. The F1 season consists of a series of races known as Grands Prix (国际汽车大奖赛) held on purpose-built circuits (赛车道) and closed highways. The results of each race are evaluated using a points system to determine two annual World Championships, one for the drivers and one for the constructors.

Blue Peter mini-Grand Prix: a remote-controlled car race on BBC Children's program *Blue Peter*

go-karting: generally accepted as the most economic form of motorsports (汽车赛) available on four wheels. It is considered the first step in any serious racer's career, and the stepping stone to the higher and more expensive ranks of motorsports. It can prepare the driver for high-speed, wheel-to-wheel racing by helping develop quick reflexes (反应能力), precise car control, and decision-making skills.

Formula Three: a class of open-wheel formula racing. It has traditionally been regarded as a major stepping stone for F1 hopefuls.

BBC

WHILE ▶ you view

2 Read the questions. Then watch the whole video clip and answer the questions.

1 Why do sponsors love Lewis Hamilton?
2 Why did Lewis Hamilton want to be a Formula One driver?
3 What was Lewis Hamilton's ambition when he was a teenager? Why?
4 What do we know from the video clip about Formula Three?

Now watch again and check your answers.

3 Read the paragraph. Then watch Part 1 of the video clip again and fill in the blanks.

This is the story of how Lewis Hamilton went from this ... to this. Formula One is all about 1) __________. In this world, only the fastest 2) __________. The season lasts from March to 3) __________, and it takes place in some of the world's 4) __________ locations. It's the sport of millionaires ... and heroes. Speed on the 5) __________, money in the 6) __________, fame and 7) __________. And nobody does it 8) __________ than Lewis Hamilton, the billion dollar man. A hero today. But where did it all start?

Now watch again and check your answers.

4 Read the table. Then watch Part 2 of the video clip again and complete the table.

Levels	Lewis' achievements
Blue Peter mini-Grand Prix	Won the Blue Peter mini-Grand Prix at the age of 1) __________
Go-karting	Won 2) __________ British go-karting championships
Formula Three	Won 3) __________ for two years
Formula One	Won the championship

Now watch again and check your answers.

AFTER ▶ you view

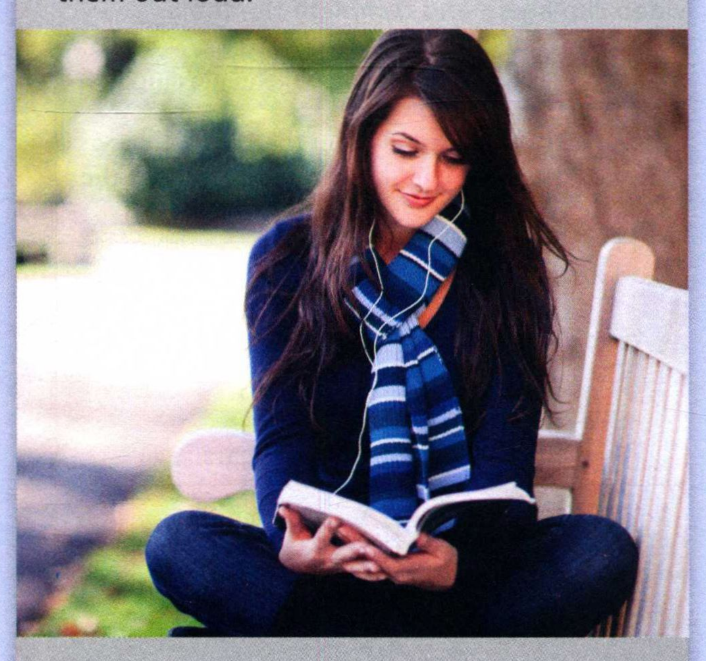
5 Work in pairs and discuss the questions.

1 Why do you think people say Lewis Hamilton is a "hero"? Do you think he is a hero?
2 Which sporting hero do you admire? Why?

Speaking for communication

Imitation

Listen to the following statements and read them out loud.



1 I think it's very easy to get obsessed with the good things that fame can bring. (Sharing)

2 If I was going to be famous for anything, that would probably be what I'd like to be famous for. (Sharing)

3 I started work when I was 18 and I never had a break in all that time. (Listening)

4 It became a passion for me, and I realized that it was something I really wanted to do. (Listening)

5 The reason I want to be a Formula One driver is because it's got a lot of speed in it. (Viewing)

Role-play

1 Read the notes. Then listen to four conversations and complete the notes.

Conversation 1

Request: go on a private tour of the 1) ________ ________

Time: 2) ________

Conversation 2

Request: book a ticket for 3) ________

Time: 4) ________

Offer: get a ticket for 5) ________

Conversation 3

Request:
- rent a boat for about 6) ________ people down the River Thames for about 7) ________ days
- 8) ________ it for them

Time: 9) ________

Offer: get a boat with a cook and 10)________ ________

Conversation 4

Request:
- recommend some 11) ________ food for lunch in 12) ________
- give 13) ________

Offer: 14) ________ the restaurant

2 Read the statements. Then listen to the conversations again and write R for *requests* and O for *offers*.

	R / O
1 I'd like to go on a private tour of …	
2 Would it be possible to book a ticket for …?	
3 Would you like me to get a ticket for …?	
4 Would you be able to organize it for us?	
5 Do you want me to get …?	
6 Shall I book it?	

SPEAKING SKILLS

Making requests and offers

The speaking skill you are going to learn in this unit is making requests and offers. The previous four conversations have shown how native speakers make requests and offers.

When asking someone to do something for you, or asking if you can do something, it's very important to sound polite. In English there are many ways to make you sound polite.

Here are some of the common ways to make polite requests.

- Use the sentence structure *Could / Would you …?*, for example, *Could / Would you open the door for me, please?*
- Use the sentence structure *Would you mind doing …?*, for example, *Would you mind giving me your book?*
- Use the sentence structure *Do / Would you mind if …?*, for example, *Do you mind if I turn up the heating? Would you mind if I opened the window?*
- Use the sentence structure *Can / Could / May / Might I …?*, for example, *Can / Could / May / Might I have another cup of tea?*
- Use the sentence structure *I would like …*, for example, *I would like another glass of water, please.*

The following are some commonly-used ways to make offers in English.

- Offers often begin with *Would you like …?*, for example, *Would you like another cup of coffee?*
- Offers to do things for people often begin with *Would you like me to …?*, or *Do you want me to …?*, for example, *Would you like me / Do you want me to book a table for you?*
- The sentence pattern *Can / May I offer / get you …?* is used to make offers in a more formal style, for example, *Can / May I offer / get you a drink?*
- The sentence pattern *Shall I …?* is also used to make offers, for example, *Shall I open the window for you?*

3 Work in pairs and role-play the following situations. Use the skills for making requests and offers.

Situation 1
Booking tickets for the theater

A You are a client. You want to book six tickets for the theater tonight.

B You work for the local theater. Listen and respond to A's requests.

Situation 2
Going to a restaurant

A You are a traveler. You want to go to the best restaurant in town. Ask the local tour guide to recommend one.

B You are a tour guide. Listen and respond to A's requests.

Situation 3
Shopping for clothes

A You are a client. You want to go shopping for clothes. Ask the concierge (旅馆服务台职员) to recommend a shopping mall.

B You are a concierge. Listen and respond to A's requests.

Situation 4
Visiting a film studio

A You are a client. You want to visit a film studio and meet some stars. Ask the concierge if it's possible.

B You are a concierge. Listen and respond to A's requests.

Group discussion

Should we hold on to our dreams?

Get ideas

New words

idol /ˈaɪdl/ *n.* 偶像

Jimi Hendrix /ˌdʒɪmi ˈhendrɪks/ 吉米 · 亨德里克斯（美国音乐人）

Keith Moon /kiːθ ˈmuːn/ 凯思 · 穆恩（英国摇滚乐队"谁人"乐队鼓手）

Jim Morrison /ˌdʒɪm ˈmɒrɪs(ə)n/ 吉姆 · 莫里森（美国摇滚歌星、诗人）

Nick Drake /nɪk ˈdreɪk/ 尼克 · 德雷克（英国创作歌手、音乐家）

drum kit /ˈdrʌm ˌkɪt/ *n.* 成套鼓乐器

Culture notes

Jimi Hendrix: an American musician and singer-songwriter. He is widely considered to be the greatest electric guitarist in music history and one of the most influential musicians of his era.

Keith Moon: a British musician, best known for being the drummer of the British rock group The Who. He gained acclaim (赞赏) for his exuberant (充满生气的) and innovative (创新的) drumming style, and notoriety (声名狼藉) for his eccentric (古怪的) and often self-destructive behavior, earning him the nickname (绰号) "Moon the Loon".

1 Read the questions. Then listen to a man talk about his dreams and answer the questions.

1 Where did he grow up?
2 What was his dream when he was a child?
3 What inspired him to pursue his dream?
4 What did he do to pursue his dream?
5 When and why did his dream start to change?

Discuss and organize ideas

2 Work in groups. Read the quotes about dreams and discuss the meaning of them.

> **You can dream, but do not make dreams your master.**
>
> — Anonymous

> **Hold fast to dreams, for if dreams die, life is a broken-winged bird that cannot fly.**
>
> — Langston Hughes

3 Work in groups. Read the following information and classify them as pros and cons for the topic "Should we hold on to our dreams?" Add more supporting material if you can.

1. Harland David Sanders, better known as Colonel Sanders of Kentucky Fried Chicken, had a hard time selling his chicken recipe. He had been rejected numerous times before a restaurant finally accepted it.
2. Dreams give us a purpose in life and a meaning to live. Without dreams, life is a life without hope.
3. The *British Medical Journal* once said in an editorial that much of life's pain stems from the gap between people's unrealistic dreams and reality.
4. Dreams don't always come true because some dreams are unrealistic.
5. If it had not been for those people who persistently held on to their seemingly unrealistic dreams, we'd all probably still be living in caves.
6. It was Alexander Graham Bell's unrealistic dream that led to the invention of the telephone.
7. Dreams are changeable, and what once might have seemed like a dream career may no longer suit us.
8. When people set themselves unrealistic expectations, they are very likely to end up with depression and anxiety when they fail to achieve them.
9. Flying would be unthinkable for us if it had not been for the Wright brothers' numerous attempts at creating flying machines, several years of hard work, and tons of failed prototypes.
10. When we are young, we all have dreams about the future. Perhaps we want to be a great scientist, or an astronaut, or a famous writer. But by the time most of us grow up, we might realize how difficult it is to accomplish such a dream.
11. When we are striving to reach a goal or fulfill a dream, it is inevitable to face challenges, but we should not give up our dreams just because of these challenges.
12. Lu Xun went abroad to pursue a degree in Western Medicine in Japan. But later he changed his mind when he saw the apathy of Chinese people toward their own compatriots, and became an influential writer famous for his harsh criticism of social problems in China.
13. There are numerous examples in history which show that so long as people hold on to their dreams, they will finally succeed despite repeated failures.

Should we hold on to our dreams?	
Pros	Cons

4 Please learn the following useful expressions in an English debate.

1 How to open a debate

- To set the framework for our motion, we believe it is necessary to first define the term ... in the following way.
- To begin with, we would like to introduce our motion by giving the following definitions ...
- In order to have a thorough discussion of this topic, we would like to first propose ...
- In the first place we would like to make clear that ...

2 How to convince in a debate

- The other team has tried to make some good points; however, they forgot to take some important issues into consideration.
- The other team unfortunately failed to reveal the truth of the matter ...
- I'm sorry to interrupt, but you've misunderstood our point.
- It is pretty easy to make broad generalization about ... as the other team just did, but in reality it is far more complex than it seems.
- The point you have just made sounds interesting; however, it is negated by the fact that ...
- The arguments presented by the other team are by no means sufficient enough to back up the claim that ...
- The opposition are contradicting themselves by first claiming that ... and then saying that ...
- The example given by the opposition is not relevant here because ...
- Our opponents have still not addressed the question we raised a moment ago ...
- I'd like to focus on two points that the other team has failed to address.

3 How to summarize the points of other debaters

- As you said ...
- But haven't you said that ...?
- If I understood you correctly, you said that ...

4 How to draw conclusions

- Let's sum up where we stand in this debate.
- In conclusion, we must emphasize our motion of ...
- In summary, our motion must stand, simply because we have shown in the debate that ...
- To sum up, here are the main points our opponents have failed to address ...
- After careful consideration, it is safe for us to conclude that ...
- The debate has made obvious that the other team's point of view can no longer be supported because ...

Present ideas

5 Work in groups. Have a debate on the topic "Should we hold on to our dreams?" by making use of the supporting material and useful expressions provided in "Discuss and organize ideas". Before you begin, refer to the checklist below to see if you are ready.

Checklist
☐ Give my point of view in a clear and effective way.
☐ Provide convincing supporting details for my view.
☐ Speak logically and coherently.
☐ Make use of appropriate expressions in the debate.
☐ Use appropriate intonation patterns.

Further practice in listening

Short conversations

New words

hint /hɪnt/ *n.* 暗示；提示
figure skating *n.* 花样滑冰
issue /ˈɪʃuː/ *v.* 发表（声明）

Listen to five short conversations and choose the best answer to each question you hear.

1 A She wanted to tell her fans at a special time.
  B She was too happy to keep it a secret.
  C She was too excited to share it with others.
  D She wanted her fans to respect her more.
2 A She slapped a 20-year-old actress.
  B She was no longer admired by teenagers.
  C She was not used to being admired by her fans.
  D She gave no reasons for what she did last year.
3 A Because they have beaten a 46-year-old Russian pair.
  B Because they have practiced figure skating for 10 years.
  C Because they have made great efforts to achieve success.
  D Because they won the first gold medal at the Olympic Games.
4 A Shocked.
  B Approving.
  C Fascinated.
  D Critical.
5 A He should not have yielded to public pressure.
  B He has been compelled to take drugs by other swimmers.
  C He should do more than just issuing a public apology.
  D He has more than once failed to meet public expectations.

Long conversation

New words

yuck /jʌk/ *interj.* 呸！讨厌！
nonsense /ˈnɒns(ə)ns/ *n.* 无价值（或不重要的）东西
spoiled /spɔɪld/ *a.*（尤指小孩）惯坏的，宠坏的

Listen to a long conversation and choose the best answer to each question you hear.

1 A They are foolish.
  B They are spoiled.
  C They are attractive.
  D They are fashionable.
2 A She wanted to have her picture on the front cover of magazines.
  B She wanted to use her fame to help starving children in Africa.
  C She wanted to be famous so that she could earn more money.
  D She wanted to look fashionable like Hollywood actresses.
3 A He was quite pleased with her plan.
  B He had doubt about her real intentions.
  C He thought she should help feed the hungry.
  D He encouraged her to work with charity organizations.
4 A She will prove that she has excellent fashion sense.
  B She will give up her plan of being a famous actress.
  C She will be a volunteer and help a few people at a time.
  D She will stick to her original plan and prove it to the man.

Passage 1

Listen to a short passage and choose the best answer to each question you hear.

1 A He was very active in community service.
  B He did quite well in mathematics and science.
  C He had excellent records in almost all subjects.
  D He searched for information to keep himself busy.

2 A Because he met a programmer called Allen there.
  B Because he joined Information Sciences Inc. there.
  C Because he liked the serious academic environment there.
  D Because it was there he had his first contact with a computer.

3 A Harvard University made him feel bored.
  B Harvard University aroused his interest in programming.
  C Harvard University gave him new ideas for future projects.
  D Harvard University made him devoted to serious academic work.

4 A He developed a small computer to measure traffic flow.
  B He formed the "Programmers Group" at Harvard University.
  C He spent many long nights in front of the school's computer.
  D He discussed with his classmates about starting a new business.



Passage 2

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

Florence Nightingale was a celebrated English social reformer and the founder of modern nursing. She became famous while serving as a nurse during the Crimean War, where she tended to wounded soldiers. Early 21st century 1) ___________ have asserted that Nightingale's achievements in the Crimean War had been 2) ___________ by the media to satisfy the public's need for a hero. But later on her achievements remain widely accepted and she has generally been well regarded by historians.

Nightingale was born to a wealthy upper-class family, at a time when women of her class were expected to 3) ________________ marriage and child bearing. Her father had progressive social views, providing his daughter with a well-rounded education that included math, and supported her desire to 4) ________________. Nightingale rejected proposals of marriage so as to be free to pursue her calling. In 1860, Nightingale 5) ______________ of professional nursing with the establishment of her nursing school in London. It was the first nursing school in the world. The Nightingale Pledge taken by new nurses was named in her honor, and the 6) ___________ International Nurses Day is celebrated around the world on her birthday. She made 7) __________________ social reforms including improving health care for all sections of British society; improving health care and 8) ___________ for better hunger relief in India; helping to 9) ___________ laws that were overly harsh to women; and expanding the acceptable forms of female participation in the workforce. Nightingale's ability to effect reform rested on her extraordinary skills, her good reputation, and her network of 10) ___________ friends.

New words

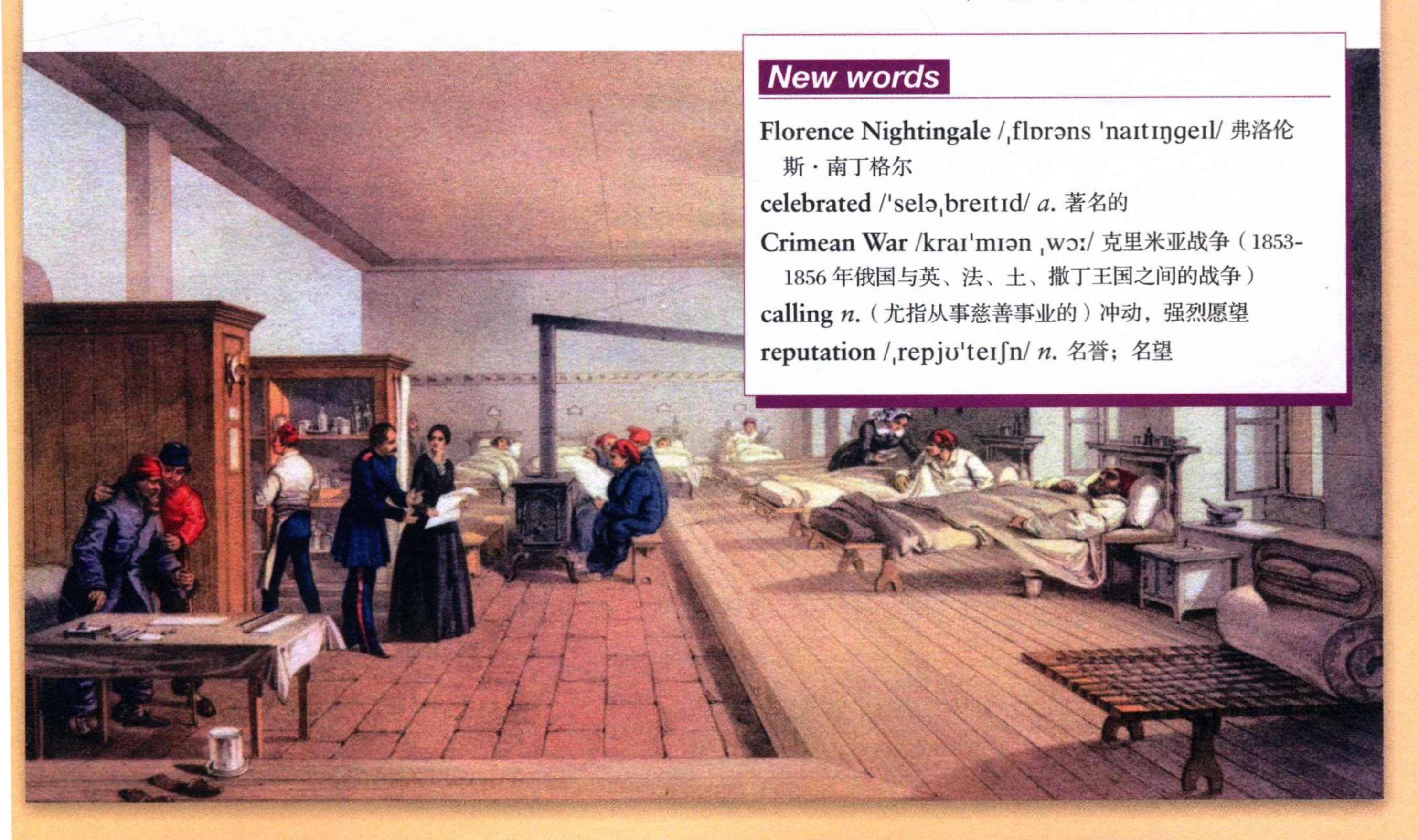
Florence Nightingale /ˌflɒrəns ˈnaɪtɪŋgeɪl/ 弗洛伦斯・南丁格尔

celebrated /ˈseləˌbreɪtɪd/ *a.* 著名的

Crimean War /kraɪˈmɪən ˌwɔː/ 克里米亚战争（1853-1856 年俄国与英、法、土、撒丁王国之间的战争）

calling *n.*（尤指从事慈善事业的）冲动，强烈愿望

reputation /ˌrepjʊˈteɪʃn/ *n.* 名誉；名望



Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about the pros and cons of being famous.	☐	☐
I can understand cause-effect relationships in listening.	☐	☐
I can make requests and offers.	☐	☐
I can debate on whether we should hold on to our dreams.	☐	☐



Urban pulse

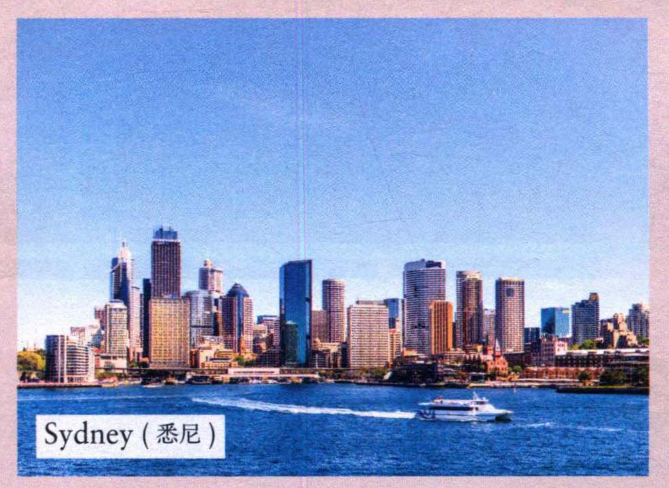
Learning objectives

- talk about city life
- understand pros and cons
- make and respond to complaints
- recommend the best city to live in

Opening up

Look at the pictures. Work in pairs and discuss. Which city is the best city for living in your mind? Why?

Munich (慕尼黑)


Sydney (悉尼)


Copenhagen (哥本哈根)


Dubai (迪拜)


Tokyo (东京)

Listening to the world

Sharing

1 Watch a podcast from the beginning to the end for its general idea.

2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Hina uses.

VIDEO PODCAST





I've always enjoyed living in 1) ____________.

I like the 2) __________________ and all the different things that you can do. Not everyone feels like me, though. Some people prefer the 3) __________________ of the country. How about you? Do you enjoy city life?

Now watch again and check your answers.

New words

Part 2

vibrant /'vaɪbrənt/ *a.* 充满活力的

photographer /fə'tɒgrəfə/ *n.* 摄影师

3 *Do they enjoy city life?* Look at the people below and read the statements. Then watch Part 2 of the podcast and match the statements 1-6 to the people A-F.



____ 1 So it's what I'm used to and I enjoy that I can get everywhere really easily.

____ 2 I think er, London especially is very vibrant, and there's always something going on.

____ 3 It suits me. I think it suits my personality.

____ 4 Much prefer the country.

____ 5 London's such a vibrant, um, active city. Um, there're always lots of things to do.

____ 6 Um, it's a great place to be. There're lots of people around, lots of things happening.

Now watch again and check your answers.

New words

Part 3

Globe Theater 环球剧场（英国伦敦）

Part 4

congested /kən'dʒestɪd/ *a.* 交通拥挤的；车辆堵塞的

chill out 放松

take time out 抽出时间

4 *What are the good things about living in a city?* Look at the people below and read the statements. Then watch Part 3 of the podcast and check (✔) the true statements.

☐ 1 

London is such a large city that you'll never feel bored.

☐ 2 

There are lots of events and culture in the city.

☐ 3 

There is huge choice of entertainment in the city.

☐ 4 

One good thing about living in the city is the bus is cheap and frequent.

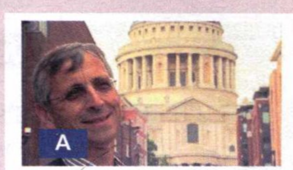
☐ 5 

One of the best things in the city is you can get to a place miles away easily and quickly.

Now watch again and check your answers.



5 *What are the main problems in cities?* Look at the people below and read the statements. Then watch Part 4 of the podcast and fill in the blanks.



Traffic is 1) __________ congested.



Sometimes it can be difficult to 2) __________ __________ the city quickly, um, and that can be frustrating.



I think there's ... there's always a very much of a go-go kind of attitude – that you have to be 3) __________________ the whole time. And there isn't the time just to chill out or 4) __________________. And if you're not doing something, you're 5) __________ ________.



I think we should be trying to encourage um, more sort of 6) ________________ so, cycling, um, and encouraging people to walk, and use their cars less.



I think there's not much that you really can do about 7) __________. Because I think it's a social issue. So if people are – you have to, kind of, address why people are 8) __________________ before you can do anything about it.

Now watch again and check your answers.

6 Work in pairs and discuss the questions.

1 What are the good things about living in your hometown?
2 What are the main problems in your hometown?
3 What do you think of city life?

Listening

BEFORE ▶ you listen

New words

Opera House 歌剧院（这里指悉尼歌剧院）
coastline /ˈkəʊstˌlaɪn/ *n.* 海岸线

1 Work in pairs and discuss the questions.

1 What are the important criteria for a good city?
2 Which city in China do you think is the best city for living? Why?

LISTENING SKILLS

Understanding pros and cons

Pros and cons refer respectively to the positive and negative aspects of an idea, a process, or a thing. You may hear in various situations people discuss, examine, and weigh the pros and cons of the issue concerned, especially before they make a decision. For example, when people consider whether they will work in a big city, they may look at its pros and cons.

Understanding pros and cons is a very important listening strategy for you to identify a speaker's point of view. To recognize pros and cons in listening material, one method is to listen for evaluative language which makes either positive or negative evaluation of the person or the thing concerned. Evaluations can be explicit, for example, through the use of evaluative adjectives such as *good, great, fantastic, perfect, comfortable, elegant, competent, impressive, profitable, sensible, remarkable, productive, innovative, significant, constructive, bad, terrible, reckless, irresponsible, questionable, unsatisfactory, weak*, etc., or such sentence structures as *The good thing / advantage is …, The problem / disadvantage / downside / limitation is …*, as in the following examples:
It is a great city to live in. (pro)
The public transport system is terrible. (con)
The good thing is that the food is cheap. (pro)
The only problem is traffic. (con)

Since pros and cons are positive and negative sides of an idea or a thing, when taking notes, it is advisable to divide a piece of paper into two columns, writing the pros in one column and the cons in another, thus providing a clear visual guide that helps you take every aspect of a situation into consideration, and make a sensible decision, especially when one side overwhelmingly outweighs the other.

In the following exercise you are going to listen to three interviews in which interviewees are asked to talk about their life in Dubai, Tokyo, and Sydney respectively. Listen to what they say about life in each city and identify the pros and cons of the life in each city.

WHILE ▶ you listen

2 Read the table. Then listen to three interviews and complete the table.

Cities	Pros	Cons
Dubai	• a great city for 1) _______ and going out • a really 2) _______, with lots of bars and clubs • not much crime, 3) _______ streets • 4) _______ petrol • lots of cheap taxis	• a lot of people, very crowded • 5)_______ traffic
Tokyo	• cheap Japanese food in the supermarkets and 6) _______ • 7) _______ metro system, very 8) _______ and cheap • lots of parks and 9) _______ spaces, less polluted than people think	the metro is 10) _______
Sydney	• lots of young, 11) _______ people, a really good 12) _______ • 13) _______ and 14) _______ streets • lots of things to 15) _______ and 16)_______ • beautiful buildings • one of the most 17) _______ coastlines in the world • 18) _______ weather • a great café 19) _______	20) _______ traffic and a terrible public transport system

Now listen again and check your answers.

AFTER ▶ you listen

3 Work in pairs and discuss the questions.

1 Which of the three cities do you like most? Why?

2 Which other city do you know well? Write down all the positive and negative things about the city. Then take turns to explain why you like or don't like the city.

Viewing

BEFORE ▶ you view

1 Read the program information below and answer the questions.

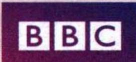
1 Who are The Zimmers? What makes The Zimmers different from other rock groups?
2 How did The Zimmers become famous?

BBC

Power to the people: The Zimmers Go to Hollywood

Power to the people is a BBC documentary series. For this episode, film-maker Tim Samuels wanted to make a film about what it's like being old in Britain. So he found a group of people who had something to say, and they started a rock band. The Zimmers were born. With a combined age of over 3,000 they are the world's oldest rock band. They went to the famous Abbey Road Studios to record a version of The Who's song, "My Generation". It became an instant success on YouTube. Now they're off to Hollywood to appear on America's biggest chat show. Tim Samuels follows them in the studio and on their travels.





New words

The Zimmers /ðə 'zɪməs/ 英国乐队名
episode /'epɪsəʊd/ *n.*（电视连续剧或广播连载节目中的）一集
Abbey Road Studios 艾比路录音室（世界著名录音室，位于伦敦）
The Who "谁人"乐队（英国最著名的摇滚乐队之一）
My Generation《我这一代》（"谁人"乐队的代表作）
hurray /hʊ'reɪ/ *interj.*（表示激动与高兴的呼喊声）好哇
the charts (*plural*) *n.*（流行歌曲每周）排行榜
serial /'sɪəriəl/ *a.* 连续的
care home *n.*（照料老人或病人的）护理院
boredom /'bɔːdəm/ *n.* 无聊；乏味；厌倦
bingo /'bɪŋgəʊ/ *n.* 宾戈游戏
sensation /sen'seɪʃn/ *n.* 引起轰动的人（事）

Culture notes

The Zimmers: a British band with the oldest members of any band in the world. A zimmer (frame) refers to a frame that helps people to walk. The band was created as a feature in a BBC Television documentary, which was first broadcast on 28 May 2007. The band was formed for the purpose of giving a voice to the feelings of isolation and imprisonment suffered by the elderly.

The Who: a British rock group known for energetic live performances which often included instrument destruction

WHILE ▶ you view

2 Read the statements. Then watch the video clip and fill in the blanks.

1 This is the story of how The Zimmers, with ____________ ______ of nearly 3,000 took the rock world by storm.
2 Many old people in Britain were lonely and __________, cast aside by society.
   • Eighty-two-year-old Joan had been __________________ since a bad fall three years ago. She only left the flat for going to the doctor's or the dentist's but not for pleasure.
   • Ninety-nine-year-old Winnie was a serial care-home mover. She just couldn't find one that __________________. Over the last decade, she'd moved care homes ________________.
   • Nighty-year-old Alf was facing the __________ of his local bingo club, which meant there would be nowhere to __________ his friends. It's so difficult to find new friends at his age.
3 To get cast-aside old people heard again, __________ pensioners were encouraged to form the band The Zimmers. They came together at the world-famous Abbey Road Studios, to record a cover version of The Who's "My Generation".
4 When the video was made __________________, it proved a sensation. __________________ people watched it in the first few days.

Now watch again and check your answers.

AFTER ▶ you view

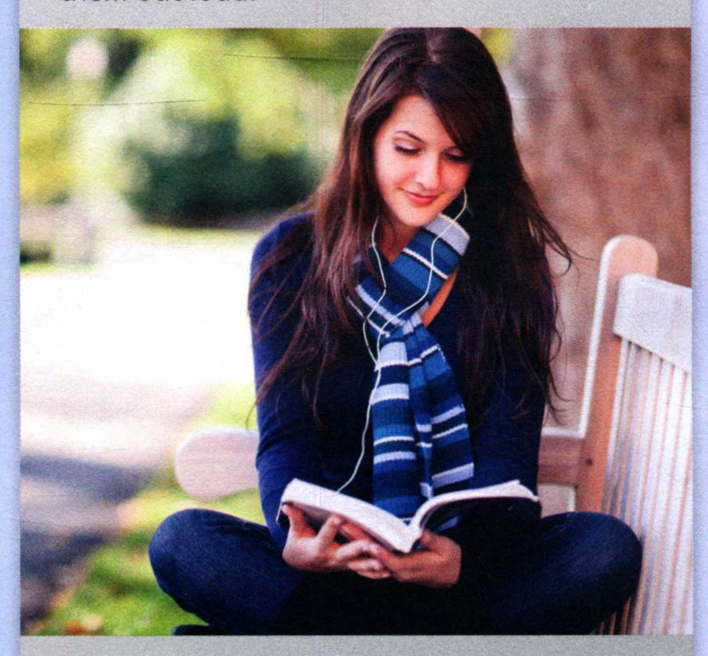
3 Work in pairs and discuss the questions.

1 How do you think The Zimmers changed these old people's lives?
2 The program has shed some light on the problems faced by the elderly in Britain. What problems do old people in China have?
3 In an attempt to improve the well-being of the elderly, China amended The Law of Protection of Rights and Interests of the Aged in 2012, requiring people to visit their parents frequently. What do you think of this measure? Can you think of any better ways to improve old people's lives in China?

Speaking for communication

Imitation

Listen to the following statements and read them out loud.



1 Sometimes it can be difficult to get round the city quickly, and that can be frustrating. (Sharing)

2 There are lots of parks and green spaces, so it's less polluted than you think. (Listening)

3 There are lots of young, friendly people living here, so there's a really good atmosphere. (Listening)

4 There's a great café culture with lots of places on the streets selling really good coffee. (Listening)

5 Four months ago, we set about making a film about what it's like being old in Britain today. (Viewing)

Role-play

1 Read the questions. Then listen to three conversations and answer the questions.

Conversation 1

1 Where are the speakers?
2 What is the problem?
3 What does the receptionist offer to do?

Conversation 2

1 Where are the speakers?
2 What is the problem?
3 What reason does the manager give?

Conversation 3

1 Where are the speakers?
2 How long has the woman waited?
3 Why is she surprised?

2 Read the table. Then listen to the conversations again and write C for *complaints* and R for *responses* in the right column.

	C / R
1 There's a problem with the air conditioning.	
2 It doesn't work.	
3 We'll look into it right away.	
4 I am really sorry about that.	
5 I've been here for over an hour.	
6 I'm sorry, but there's nothing we can do at the moment.	

SPEAKING SKILLS

Making and responding to complaints

If you are unhappy about or dissatisfied with a product or service, you may feel the need to make a complaint. A complaint is actually an expression of displeasure or annoyance. The previous three conversations show how to make complaints and respond to complaints.

There are many expressions that you can use to express complaints, such as *I'm sorry to bother you but ...*, *Excuse me, but there is a problem with ...*, *I have a complaint to make about ...*, etc.

When somebody complains to you about something, you will definitely want to say something as a response. If you've provided the product or service which has caused a complaint, you may need to apologize for the problem or inconvenience caused, and see what you can do about it. You can give responses like *I'm so sorry, I didn't realize ...*, *I'm really sorry. I will not make the same mistake again*, and *We'll look into it right away*.

If you are not sure about how to deal with the problem at the moment, and need some time to figure out solutions to it, you can respond to a complaint by saying something like *I suggest you leave it with us and we'll see what we can do*. Yet if there is nothing you can do to help solve the problem, you may respond to the complaint using expressions such as *Sorry, but we can't do anything about it*.

Please refer to the following table for more expressions that can be used to make a complaint and respond to a complaint.

Making complaints	Responding to complaints
• I'm sorry to have to say this, but ... • I'm sorry to trouble you, but ... • Excuse me, there seems / appears to be something wrong with ... • I understand it's not your fault, but ... • I wonder if you could help me with ... • I've got a bit of a problem here. • I think you might have forgotten to ... • There may have been a misunderstanding about ... • I'm afraid there is a (slight) problem with ... • I'm angry about ...	• I just don't know what to say ... • I'm so sorry, but this will never happen again. • I'm sorry. We promise never to make the same mistake again. • I'm sorry but there's nothing we can do at the moment. • I'm afraid there isn't much we can do about it. • I'm afraid the manager isn't here at the moment. Could you call back later? • I'm afraid we can't help you at the moment. Could you leave your phone number? We'll contact you soon.

3 Work in pairs and role-play the following situations. Use the skills for making and responding to complaints.

Situation 1

The fridge doesn't work.

A You are a hotel guest. You find that the fridge in your room doesn't work. Call the receptionist to make a complaint.

B You are a hotel receptionist. Listen to what the guest says and respond to his / her complaint.

Situation 2

You served me the wrong dish!

A You are a customer in a restaurant. You asked for pasta with chicken but were given pasta with fish. Talk to the waiter to make a complaint.

B You are a waiter. Listen to what problem your guest has and respond to his / her complaint.

Situation 3

What's wrong with the school facilities?

A You are a student at the Noparlo School of English. You find that the heat doesn't work and the equipment in the Self Access Center is faulty. Talk to the director of the school to complain about the problems.

B You are the director at the Noparlo School of English. Listen to the student's problems and respond to his / her complaint.



Group discussion Recommending the best city to live in

Get ideas

1 The following table provides the raw data of five cities in country X. Read the explanation for some categories and study the statistics for each city carefully.

	A	B	C	D	E
Household income ($)	94,000	63,000	83,000	100,000	98,000
Average house price ($)	480,000	390,000	660,000	340,000	320,000
Unemployment rate (%)	9.4	11.4	7.6	6.1	5.3
Population growth rate (%)	4.5	1.8	4.4	8.8	11.2
Crime rate	4,600	6,500	8,400	4,800	8,600
Doctors per 1,000 people	2.1	2.4	2.5	6.5	2.6
Precipitation (mm/year)	835	1,060	1,230	915	480
Below 0°C days	147	150	35	153	178
Air quality (PM2.5 levels)	18	15	6	10	12
Transportation (%)	34.5	34.7	20	21.2	12.7
Culture (%)	2.8	2.9	3.7	2.5	1.6

POPULATION GROWTH RATE: Higher growth rates create problems as cities struggle to provide services to growing populations. Lower growth rates mean fewer opportunities.

CRIME RATE: represented by the total number of crime cases in each city

PRECIPITATION: Ideal volume of precipitation is considered to be 700mm per year.

AIR QUALITY: determined by PM2.5 levels of suspended fine particulates (颗粒) matter, which is a major component of smog. A figure lower than 15 is considered good.

TRANSPORTATION: represented by the percentage of the workforce utilizing public transport. A figure above 20 percent is considered pretty good.

CULTURE: represented by the percentage of people employed in the arts, culture, recreation, and sports

Discuss and organize ideas

2 Work in groups. Discuss the pros and cons of each city and take notes in the following table.

Cities	Pros	Cons
A		
B		
C		
D		
E		

3 Work in groups. Suppose a friend of yours is thinking about moving to country X. Which of the five cities do you think is the best choice? Recommend the best city to live in and give reasons for your recommendation.

The city we recommend

☐ A ☐ B ☐ C ☐ D ☐ E

Reasons for our recommendation

____

____

____

____

____

____

____

____

____

____

Present ideas

4 Present to the class your recommendation and the reasons for your recommendation. Before you begin, refer to the checklist below to see if you are ready.

Checklist
☐ Provide enough convincing reasons for our recommendation.
☐ Speak logically and clearly about our recommendation.
☐ Make use of appropriate expressions.
☐ Use different sentence patterns when speaking.
☐ Use appropriate intonation patterns.

Further practice in listening

Short conversations

Listen to five short conversations and choose the best answer to each question you hear.

1 A Access to various forms of entertainment.
  B Access to efficient public transportation.
  C Access to food from various cultures.
  D Access to modern conveniences.

2 A She prefers outdoor parking.
  B She often has nightmares at night.
  C She is a very experienced driver.
  D She has scratches on her back.

3 A Many individuals are worried about house prices.
  B Big cities are now gradually losing their appeal.
  C Tourist attractions are usually very crowded.
  D Even more people will move into big cities.

4 A The aging problem emerges earlier than expected.
  B Citizens over 60 age more rapidly than anticipated.
  C People are anticipated to age earlier and more rapidly.
  D The aging problem is not so serious as people expected.

5 A They have better cultural tastes.
  B They are more energetic and vigorous.
  C They are at greater risk of physical disorders.
  D They are more likely to have mental problems.

Long conversation

Listen to a long conversation and choose the best answer to each question you hear.

1 A She is going to move to Santa Fe.
  B She is going to have a trip to Santa Fe.
  C She is going to get a new job in Santa Fe.
  D She is going to visit her husband in Santa Fe.

2 A It is tedious.
  B It seems great.
  C It looks unique.
  D It sounds amazing.

3 A Its coffee shops.
  B Its restaurants.
  C Its night life.
  D Its history.

4 A Its beautiful shops.
  B Its colorful scenery.
  C Its unique architecture.
  D Its various art galleries.

New words

Santa Fe /'sæntə 'feɪ/ 圣菲（美国新墨西哥州首府）
New Mexico /njuː 'meksɪkəʊ/ 新墨西哥州（美国州名）
magical /'mædʒɪkl/ *a.* 迷人的

Passage 1

New words

keep sb. occupied 使忙碌
Lego /'legəʊ/ 乐高拼装玩具（商标名称）
stream /striːm/ *v.* 流播
reactionary /ri'ækʃn(ə)ri/ *a.* 保守的

Listen to a short passage and choose the best answer to each question you hear.

1 A That parents having full-time jobs have to keep little kids occupied.
  B That parents buy their young kids expensive electronic products.
  C That parents have to try their utmost to keep their kids quiet.
  D That parents living in the city have little peace and quiet.

2 A Lego.
  B Colored pencils.
  C Building blocks.
  D Old-fashioned paper books.

3 A They make for excellent entertainment.
  B They are useful for the annual family vacation.
  C They keep children at different age levels occupied.
  D They are helpful when going to the grocery store.

4 A It is advisable.
  B It is wasteful.
  C It is surprising.
  D It is understandable.



Passage 2

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

Around the world smart cities are being built while those we have lived in for centuries are being upgraded for the future. A smart city may mean one that uses data on traffic to ease congestion or one that aims to 1) ________________ services to provide better information for citizens. For many it is about making cities greener and more efficient. It is partly a 2) __________ to overcrowding and pollution and partly because in an ever-connected world it 3) ________________ to hook entire cities up to the network.

Masdar is a city that stands in the middle of the desert of Abu Dhabi in the United Arab Emirates. It is designed to be one of the most 4) __________ cities on the planet. With a solar power station at its heart and wind farms providing energy for it, it 5) __________ to be carbon free. Everything in the city, from water to rubbish, is measured and 6) __________, becoming a source of information. The city is built on a raised platform to allow its "digital plumbers" easy 7) ________________ the system of advanced technologies that run it. It is pedestrian-friendly and entirely car free. The city is 8) ________________ a network of electric driverless podcars. The PRT – personal rapid transit – will run six meters under street level across the city. The buildings in the city have been designed by Norman Foster's architecture firm, which designed a number of 9) __________ buildings including The City Hall in London.

It is hoped that 40,000 people will eventually live in the city, with up to 50,000 10) __________ there each day.



New words

upgrade /ʌp'greɪd/ *v.* （使）升级
congestion /kən'dʒestʃ(ə)n/ *n.* 拥挤；堵车
overcrowding /ˌəʊvə'kraʊdɪŋ/ *n.* 过度拥挤
Masdar /'mæsdɑː/ 马斯达城
Abu Dhabi /ˌɑːbuː 'dɑːbiː/ 阿布扎比（酋长国）（组成阿拉伯联合酋长国的酋长国之一）
United Arab Emirates /juːˌnaɪtɪd ˌærəb 'emɪrəts/ 阿拉伯联合酋长国
solar /'səʊlə/ *a.* 太阳能的
plumber /'plʌmə/ *n.* 管子工
podcar /'pɒdkɑː/ *n.* 豆荚车（一种形似豆荚的新型城市交通工具，以电力为能源）

Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about different aspects of city life.	☐	☐
I can understand pros and cons while listening.	☐	☐
I can make and respond to complaints.	☐	☐
I can discuss the pros and cons of a city.	☐	☐



Climbing the career ladder

Learning objectives

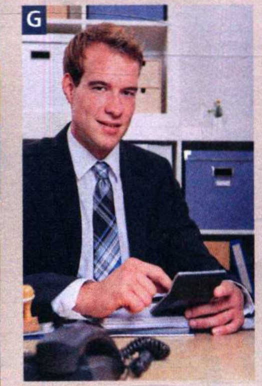
- talk about jobs and working experiences
- identify examples in speeches and conversations
- express likes or dislikes
- come up with a money-making idea

Opening up

A





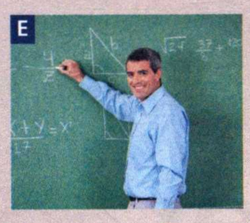














Look at the pictures and read the jobs. Then match the pictures A-J to the jobs 1-10.

____ 1 chef (厨师)
____ 2 teacher
____ 3 soldier
____ 4 electrician
____ 5 accountant (会计师)
____ 6 vet (兽医)
____ 7 lawyer
____ 8 architect
____ 9 estate agent (房地产经纪人)
____10 plumber

Listening to the world

Sharing

1 Watch a podcast from the beginning to the end for its general idea.

2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Hina uses.

VIDEO PODCAST





Hi, I'm Hina. I work for the BBC in London as 1) ________________. I've learned a lot of skills in my job and I've made some good friends at work. Sometimes my job 2) ________________ and I don't get enough time to 3) __________, or even to tidy my 4) __________. What do you do?

Now watch again and check your answers.

New words

Part 2

administrator /əd'mɪnɪˌstreɪtə/ *n.* 管理者
advertising /'ædvəˌtaɪzɪŋ/ *n.* 广告业
mechanical engineer /mɪˌkænɪkl endʒɪ'nɪə/ *n.* 机械工程师
private investigator /ˌpraɪvət ɪn'vestɪgeɪtə/ *n.* 私家侦探
semi-retired /ˌsemi rɪ'taɪəd/ *a.* 半退休的
journalism /'dʒɜːnəˌlɪz(ə)m/ *n.* 新闻学
Brisbane /'brɪzbən/ 布里斯班（澳大利亚东部港市）

Culture notes

University College London (UCL): a public research university founded in 1826. It became one of the founding colleges of the University of London in 1836. It is a multidisciplinary (含有多种学科的) university with an international reputation for the quality of its teaching and research across the academic spectrum (范围). It is one of the two top universities in the UK for the number of professors and has one of the best academic (大学教师) to student ratios in the UK. It is regarded as one of the world's most prestigious (有声望的) universities.

Brisbane: the third largest city in Australia, and the capital of the Australian state of Queensland. It has hosted many large cultural and sporting events, including the 1982 Commonwealth Games, World Expo '88 and the 2001 Goodwill Games. It was also rated the 16th most livable city in the world in 2009 by the Economist Intelligence Unit (经济学人智库).

3 *What do they do? Where do they work?* Look at the people below and read the statements. Then watch Part 2 of the podcast and check (✓) the true statements.

☐ 1 

He works as an accountant and he works in London.

☐ 2 

He's a mechanical engineer for an energy company. He works about six hours' drive from where he lives.

☐ 3 

She is a singing teacher. She works from home and also works in schools.

☐ 4 

He is a charity worker, so he travels to different places in the world.

☐ 5 

He is retired now. He used to work for a publishing company. He travels down to London maybe two or three times a month.

☐ 6 

He's an expedition leader. He spends about one-third of his time outside the United Kingdom.

Now watch again and check your answers.

4 *What are the best things about their jobs?* Look at the people and read the statements. Then watch Part 3 of the podcast and match the statements 1-7 to the people A-F.

____ 1 The best thing is that no day is ever really the same.

____ 2 I've made some really good friends over the years, from the locals and natives, and the, the local crews I work with.

____ 3 The best things about my job are the different people er ... that I meet from all around the world.

____ 4 I get to be hands-on with everything.

____ 5 I get to travel and um ... lots of different people every day and every day is different.

____ 6 Seeing people's faces when you do something for them and seeing little kids um ... being very happy and laughing and ... I really love that.

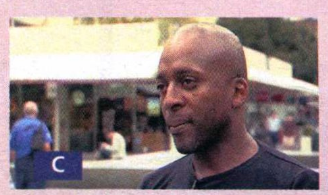
Now watch again and check your answers.


A


D


B


E


C


F

New words

Part 3

hands-on /ˌhændz ˈɒn/ *a.* 亲自体验的；实际操作的

5 *What are the worst things about their jobs?* Look at the people below and read the questions. Then watch Part 4 of the podcast and write the answers to the questions.



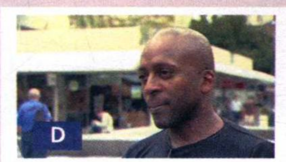
1 What's the worst thing about her job?
Answer: ______________________
____



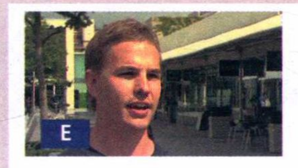
2 What hurts him a lot?
Answer: ______________________
____



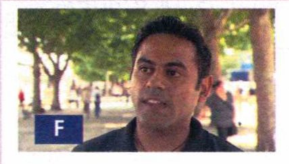
3 What's the worst thing about his job?
Answer: ______________________
____



4 Why is it hard for him to make plans sometimes?
Answer: ______________________
____



5 What does he dislike about his job?
Answer: ______________________
____



6 What disadvantages does he think his job has?
Answer: ______________________
____

Now watch again and check your answers.

6 Work in pairs and discuss the question: What are the pros and cons of the following jobs?

1 accountant
2 lawyer
3 salesperson
4 doctor

Listening

BEFORE ▶ you listen

1 The following list shows the major concerns people have when looking for a job. Work in groups and discuss which is the most important thing for you when you look for a job.

1 flexible hours
2 stability
3 good work-life balance
4 chances of promotion
5 a good salary and benefits
6 interesting job tasks
7 a good boss



New words

motivate /ˈməʊtɪˌveɪt/ *v.* 激励
employee /ˌemplɔɪˈiː/ *n.* 雇员
hairdresser /ˈheəˌdresə/ *n.* 理发师
massage /ˈmæsɑːʒ/ *n.* 按摩
Caribbean /ˌkærəˈbiːən/ *n.* 加勒比海（在北大西洋南部大、小安的列斯群岛同中、南美洲大陆之间）
Starbucks /ˈstɑːbʌks/ 星巴克（美国一家连锁咖啡公司名）

Culture notes

Amsterdam: the largest city and the capital of the Netherlands（尼德兰，即荷兰）. It is also the cultural and commercial center of the Netherlands, and one of the top financial centers in Europe. The city is known for its historical attractions, its collection of great art, and the distinctive color and flavor of its old sections.

Iceland: an island country located in the North Atlantic Ocean. With sparkling glaciers（冰川）lying across its beautiful mountain ranges and abundant hot geysers（间歇喷泉）providing heat for many of the country's homes and buildings, it is a land of vivid contrasts of climate, geography, and culture.

LISTENING SKILLS

Listening for examples

Speakers often give examples to demonstrate concepts or illustrate points so as to help listeners understand and remember their points.

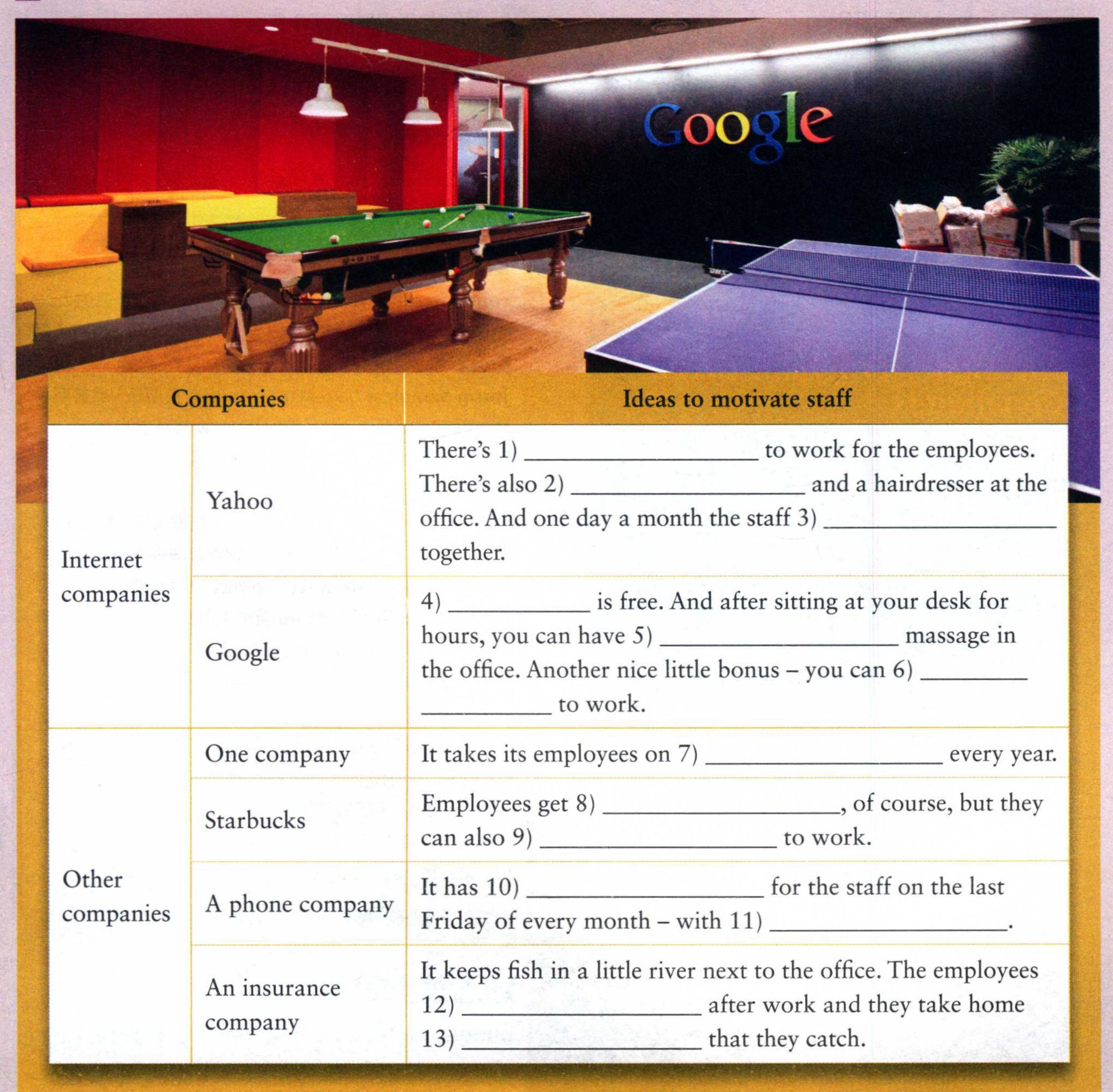
The most common way of giving examples is by using signal words and expressions such as *for example*, *for instance*, *like*, and *such as*, as in the following examples:
I have been to many countries. For example, I have been to Russia, Canada, Mexico, and Spain.
He's a greedy boy. Yesterday, for instance, he ate all our biscuits!
Many people, like my family, call me Jim.
I like sports, such as football, basketball, and swimming.

Another way of giving examples is by using hyponyms（下义词）. A hyponym is a subordinate word or phrase whose meaning is included in that of another word. For example, *table* and *chair* are hyponyms of *furniture*; *the United Kingdom* is a hyponym of *Europe*.

In the following exercise you are going to listen to a conversation in which the speakers use a lot of examples to show how companies motivate their staff. In this conversation hyponyms are also used by the speakers to give examples.

WHILE ▶ you listen

2 Read the table. Then listen to the conversation and complete the table.



Companies		Ideas to motivate staff
Internet companies	Yahoo	There's 1) ________________ to work for the employees. There's also 2) ________________ and a hairdresser at the office. And one day a month the staff 3) ________________ together.
	Google	4) __________ is free. And after sitting at your desk for hours, you can have 5) ________________ massage in the office. Another nice little bonus – you can 6) ________ __________ to work.
Other companies	One company	It takes its employees on 7) ________________ every year.
	Starbucks	Employees get 8) ________________, of course, but they can also 9) ________________ to work.
	A phone company	It has 10) ________________ for the staff on the last Friday of every month – with 11) ________________.
	An insurance company	It keeps fish in a little river next to the office. The employees 12) ________________ after work and they take home 13) ________________ that they catch.

Now listen again and check your answers.

AFTER ▶ you listen

3 Work in pairs and discuss the questions.

1 Which way of motivating staff do you like most? Why?
2 If you were a boss, what would you do to motivate your staff?

Viewing

BEFORE ▶ you view

1 Read the program information below and answer the questions.

1 Why did the man get fed up with his life?
2 In what ways do you think the man's life has been "transformed"?

BBC

The Money Program: Dream Commuters

The Money Program is a BBC documentary series. *Dream commuters* tells the story of a man who was fed up with his journey to work and his lifestyle. Every day there was a lot of traffic on the roads and the commute to work took a long time. He wasn't happy with his work-life balance. So he bought a property in France and took his family to live there. He now takes cheap flights to work. He is one of a growing number of commuters who live in another country. He says it has transformed his life.

2 Work in pairs and discuss the questions.

1 How do people usually commute to work or school in your city?
2 What problems do most commuters have?

New words

fed up *a.* 厌烦的
commuter /kə'mjuːtə/ *n.* 每日经很远路程上下班的人；通勤者 *a.* 上下班者使用的
property /'prɒpəti/ *n.* 房产；地产
Justin Saunders /ˌdʒʌstɪn 'sɔːndəz/ 贾斯廷・桑德斯
Reading /'redɪŋ/ 里丁（英国英格兰南部城市）
breed /briːd/ *n.* （人或物的）某种类型
boarding /'bɔːdɪŋ/ *n.* 登机
Gatwick /'gætwɪk/ 盖特威克（英国伦敦南部一国际机场）
Toulouse /tuː'luːz/ 图卢兹（法国南部城市）
IT *abbr.* **information technology** 信息技术
BT *abbr.* **British Telecom** 英国电信公司
consultant /kən'sʌltənt/ *n.* 顾问
book *v.* 预订
return *n.* 往返票
Hampshire /'hæmpʃə(r)/ 汉普郡（英国英格兰郡名）
Georgie /'dʒɔːdʒi/ 乔基（Georgia 的昵称）
Albas /'ælbʌs/ 阿尔巴斯（法国西南部一村镇）
River Lot 洛特河（法国南部河流）
terrace /'terəs/ *n.* 露天平台；屋顶平台

Culture notes

budget flight: a flight that seeks to provide flight service at low cost, sometimes undercutting（削价与……抢生意）traditional airlines by more than 50 percent

Gatwick: also known as London Gatwick, located 28 miles south of London. It is the UK's second largest international airport and second busiest by total passenger traffic after London Heathrow Airport.





WHILE ▶ you view

3 Read the paragraphs. Then watch the video clip and fill in the blanks.

More and more British people are fed up of 1) __________ on packed commuter trains or tired of being sat in endless traffic queues. Some of them choose to 2) __________ and commute to their jobs in Britain. They are Britain's dream commuters. It's 3) __________ in Europe and budget flights that are changing the way they live.

Justin Saunders is part of Britain's dream commuters. He runs 4) __________ near Reading. At the end of the working week, he flies from Gatwick to his house in a village in southwest France, an hour's drive from Toulouse Airport and over 700 miles from his Hampshire office. When he books the flights early enough, he pays something like 5) __________ for a return ticket. He and his family decided to move to France for the better 6) __________. They were fed up with the commuting and 7) __________.

Now watch again and check your answers.

AFTER ▶ you view

4 Work in pairs and discuss the questions.

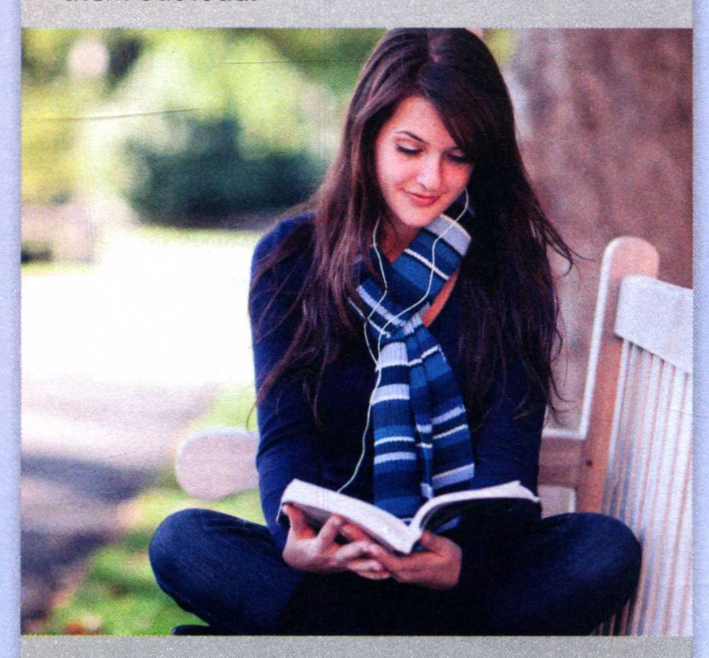
1 What do you think of Britain's dream commuters?

2 Do you think this lifestyle is possible in China? Why or why not?

Speaking for communication

Imitation

Listen to the following statements and read them out loud.



1. I am a charity worker, so I travel to different places in the world. (Sharing)
2. The worst thing about my job is that it can get very stressful. (Sharing)
3. These days many companies motivate their staff in new and different ways. (Listening)
4. Are you fed up of traveling to work on packed commuter trains? (Viewing)
5. So why did you decide to make this move in the first place? (Viewing)

Role-play

New words

marine /mə'riːn/ *a.* 海洋的

keen /kiːn/ *a.* 热衷的

1 Read the statements. Then listen to a talk and check (✓) the true statements.

☐ 1 The speaker is a biologist.

☐ 2 He mainly travels in South Africa and Australia.

☐ 3 He enjoys working alone.

☐ 4 He doesn't like getting his hands dirty.

☐ 5 He doesn't mind working under pressure.

2 Read the statements. Then listen to the talk again and fill in the blanks.

1 I ____________________ working outside.

2 I ____________________ sitting at a desk all day.

3 I ____________________ traveling.

4 I ____________________ working in a team. I ____________________ working alone.

5 I ____________________ getting my hands dirty.

6 I'm ____________________ learning new things.

7 I couldn't do an office job because I ____________________ working under pressure.

8 I'm ____________________ working for a company. I ____________________ my own boss.

SPEAKING SKILLS

Expressing likes or dislikes

The speaking skill you are going to learn in this unit is expressing likes or dislikes. There are a number of verbs and expressions to show likes and dislikes in English.

Apart from commonly-used verbs such as *like*, *love*, etc., there are many other verbs and expressions that can be used to express likes, as in the example: *I am keen on listening to music, I adore sun bathing, He's crazy about that band.*

Apart from common verbs such as *hate*, *dislike*, etc., there are some other verbs and expressions used to express dislikes, for example, *She loathes onion, He is fed up with cooking, I can't stand my roommate.*

When you neither love nor hate something, you can use expressions like *I don't mind* or *It doesn't matter to me* to show indifference.

Please refer to the following table for more expressions that can be used to express likes, dislikes, or indifference.

Expressions showing likes	Expressions showing dislikes	Expressions showing indifference
• I fancy dancing. • I'm mad about Brad Pitt.	• I don't like eating outside. • I can't bear lazy people. • I'm sick of going to the movies. • I'm tired of vegetables.	• It doesn't bother me. • It makes no difference to me. • It's all the same to me. • I don't care. • I couldn't care less.

3 Work in pairs and role-play the following situations. Use the skills for expressing likes or dislikes.

Situation 1
Talking about hobbies

A You are talking to Student B about your hobbies. Express your likes or dislikes toward different activities.

B You are having a conversation with Student A about hobbies. Express your likes or dislikes toward different activities.

Situation 2
Talking about movies

A You plan to rent a movie for tonight's party. Ask Student B what kind of movies he / she likes.

B You are talking to Student A about tonight's party. Respond to Student A's questions and show your likes or dislikes toward different types of movies.



Group discussion Who has got the best money-making idea?



Get ideas

1 Read the summary. Your university is holding a contest named The Best Money-making Idea. Listen to someone talking about her money-making idea and complete the following sentences.

1 We want to make interesting cakes 1)________ like animals or trains or 2) ________.
2 We'll also make the cake 3)________, by writing your name or a 4)________ on it.
3 We don't need very much to start our business, because we can make the cakes 5)________.
4 We need to advertise in schools and have a 6)________ with lots of colorful photos.

2 Read the key phrases and the statements. Then listen to the talk again and use the key phrases a-e to complete the statements 1-5.

KEY PHRASES

a We hope to make money by ...
b We plan to ...
c Our business is called ...
d Our idea is to ...
e To be successful, we need to ...

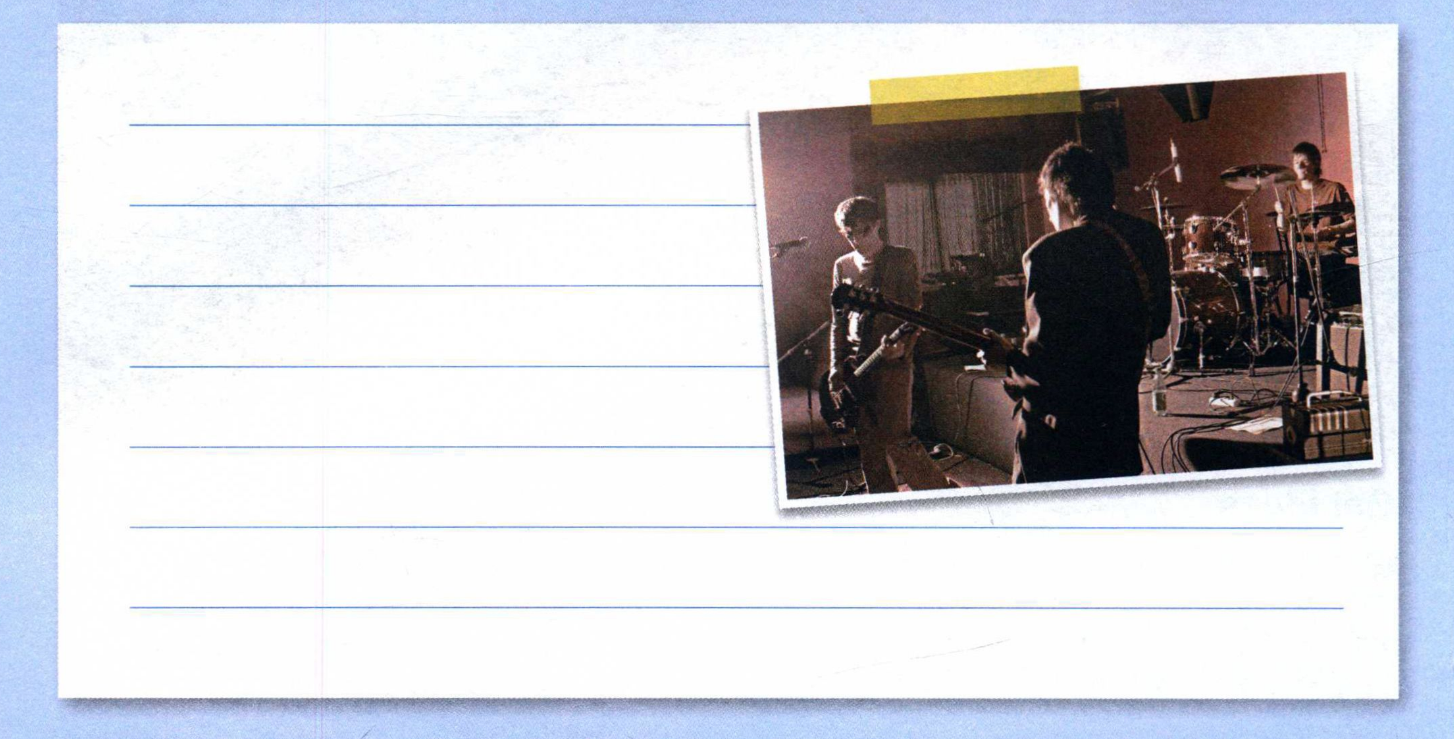
1 ____________ The Very Special Cake Company.
2 ____________ make delicious birthday cakes for children.
3 ____________ selling the cakes at local markets, in shops and on the Internet.
4 ____________ advertise.
5 ____________ go to markets and give people a free taste.

Discuss and organize ideas

3 Work in groups. Each member thinks of one money-making idea. Discuss the following questions and decide on the best money-making idea.

1 What is the name of your business?
2 What is the product / idea?
3 How will the business make money?
4 Who will you sell your product / service to?
5 What will you need to start / be successful?

4 Prepare to present your idea to the class. Use the above questions to organize your ideas.



Present ideas

5 Present your ideas to the class. Before you begin, refer to the checklist below to see if you are ready.

Checklist
☐ Convince the others that our idea is the best one.
☐ Provide convincing supporting details for our idea.
☐ Present our idea in a clear and orderly way.
☐ Use appropriate sentence patterns during the presentation.
☐ Use appropriate intonation patterns.

6 Vote for the best money-making idea.

Further practice in listening

Short conversations

New words

assembly line /ə'sembli laɪn/ *n.* 装配线
breadwinner /'bredˌwɪnə/ *n.* 挣钱养家的人

Listen to five short conversations and choose the best answer to each question you hear.

1 A He no longer works in a supermarket.
  B He changes jobs quite frequently.
  C He quit his job three weeks ago.
  D He is selling beer in a store.

2 A He has fun doing assembling work.
  B He bakes bread for a big family.
  C He will work in an office soon.
  D He works to support his family.

3 A She has no idea about her future plan.
  B She thinks her father offered too many suggestions about her future.
  C She has too many dreams about her future.
  D She has too little imagination about her job.

4 A The job requires beginners to work hard.
  B He enjoys working in the advertising company.
  C His well-paid job requires a lot of hard work.
  D He feels underpaid for he often works overtime.

5 A Because it will not take her to the top in the short term.
  B Because it will offer little opportunity to get promoted.
  C Because it will take her along the wrong career path.
  D Because it will make her less money than she wants.

Long conversation

New words

gosh /gɒʃ/ *interj.* 啊呀（用来表示惊讶）
yep /jep/ *ad.* 是；对
internship /'ɪntɜːnˌʃɪp/ *n.* 实习岗位
San Francisco /ˌsæn fræn'sɪskəʊ/ 旧金山（美国加利福尼亚州西部港市）

Listen to a long conversation and choose the best answer to each question you hear.

1 A She does not know where to start for her jobs.
  B She has been scared to death by taking part-time jobs.
  C She plans to do some part-time jobs first.
  D She plans to find an internship at Microsoft.

2 A He went to the Student Union.
  B He sent his resume to Microsoft.
  C He went over to the Career Center.
  D He got information from the Internet.

3 A Quit her job at McDonald's.
  B Seek help from the Career Center.
  C Try to get an internship at Microsoft.
  D Review her resume carefully by herself.

4 A A job offer.
  B A good plan.
  C Information.
  D An internship.

Passage 1

New words

lower-end *a.* 低端的

BLS *abbr.* **Bureau of Labor Statistics**（美国劳工部）劳工统计局

median /ˈmiːdiən/ *n.* 中位数

gap /gæp/ *n.* 差距；差额

versus /ˈvɜːsəs/ *prep.* 与……相比；与……相对

pharmacist /ˈfɑːməsɪst/ *n.* 药剂师

annually /ˈænjuəli/ *ad.* 全年地

pharmacy /ˈfɑːməsi/ *n.* 药剂学

male-dominated /ˌmeɪl ˈdɒmɪˌneɪtɪd/ *a.* 男性占主导地位的

Listen to a short passage and choose the best answer to each question you hear.

1 A It has increased 57 percent since 2011.
  B It has increased 200 percent since 1970.
  C It has reached 65 million in 1964.
  D It has increased 46 million since 1964.

2 A A lot of women are doing part-time jobs.
  B Most women are engaged in lower-end jobs.
  C Chief executive is the best-paying job for women.
  D Women on average earn two-thirds as much as men.

3 A A physician or a surgeon.
  B A chief executive officer.
  C A health care worker.
  D A pharmacist.

4 A It is gloomy.
  B It is declining.
  C It is uncertain.
  D It is promising.



Passage 2

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

When you receive a job offer, it's important to take the time to carefully 1) ___________ the offer so you are making a sensible decision to accept or to reject it.

Consider the entire 2) ___________ package – salary, benefits, working environment – not just your paycheck. Money isn't the only factor to consider, but, it is an important one. Is the offer what you expected? If not, is it a salary you can accept without feeling insulted? If it isn't what you expected, consider 3) ___________ salary with your future employer.

Before accepting a job, be sure that you are clear on the hours you need to work. Also, 4) ___________ what, if any, travel is involved. If the position requires 45 or 50 hours of work a week and you're used to working 35 hours, consider whether you will have difficulty committing to the 5) ___________.

The bottom line in accepting a job offer is that there really isn't one. Everyone has a different set of personal 6) ___________. What might be the perfect job for you could be an awful job for someone else.

It's much easier to 7) ___________ an offer than to leave a job that you have already started. The same is true for your potential employer. The employer would prefer that you decline, rather than having to 8) ___________ the hiring process a couple of weeks down the road if you don't 9) ___________. So, do take the time to thoroughly consider the offer. Ask questions, if you have them. Take your time to make an educated, 10) ___________ decision so you feel sure that you and the company make an excellent match.



New words

paycheck /'peɪtʃek/ *n.* 薪金；工资
insult /ɪn'sʌlt/ *v.* 侮辱

Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about different jobs and working experiences.	☐	☐
I can identify examples in speeches and conversations.	☐	☐
I can use different expressions to express likes or dislikes.	☐	☐
I can discuss money-making ideas.	☐	☐



Time of technology: A blessing or a curse?

Learning objectives

- talk about technology around us
- listen for agreement and disagreement
- express essentiality
- talk about experiences and feelings of playing computer games

Opening up

Work in pairs. Read the following activities. How often do you and your partner do these things? Write O for *often*, S for *sometimes* or N for *never*. Then discuss your answers with your partner.

____ Sending a postcard
____ Using your mobile (phone)
____ Sending a text message
____ Writing a blog
____ Chatting online
____ Sending a fax
____ Updating your webpage
____ Checking your email
____ Using an Internet phone (e.g. Skype)

Listening to the world

Sharing

New words

Part 1

gadget /ˈgædʒɪt/ *n.* 设计精巧的小机械（装置）

Part 2

technophobe /ˈteknəʊˌfəʊb/ *n.* 技术恐惧者

Twitter /ˈtwɪtə/ 推特（社交网络名）

latest /ˈleɪtɪst/ *a.* 最新的；最近的

Culture notes

Twitter: one of the most visited websites on the Internet. It provides online social networking service and microblogging service that enable its users to send and read text-based posts (帖子) of up to 140 characters, known as "tweets".



1 Watch a podcast from the beginning to the end for its general idea.

2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Hina uses.

VIDEO PODCAST





I love technology. I 1) __________ reading about new gadgets and I spend a lot of money on technology. I couldn't 2) ______ __________ my mobile phone because I 3) ______________ with it, or without my MP3 player because I love 4) __________ ________. How about you? How do you feel about technology?

Now watch again and check your answers.

3 *How do they feel about technology?* Look at the people below and read the statements. Then watch Part 2 of the podcast and match the statements 1-6 to the people A-F.



____ 1 I am definitely not a technophobe. Er ... I have learned to love technology very much though in my job.

____ 2 For what I do, I'm probably quite a technophobe.

____ 3 I sort of have every latest gadget as it comes out.

____ 4 I love technology – a lot. Um, you know, everything about it like new gadgets, you know, computers, things like that.

____ 5 I've got lots of gadgets. Er ... I wouldn't be ... I wouldn't, wouldn't know what to do without my laptop.

____ 6 I hate technology. I ... I find it frightening and disturbing.

Now watch again and check your answers.

4 *What items of technology do they have with them at the moment?* Look at the people below and read the questions. Then watch Part 3 of the podcast and write the answers to the questions.



1 Where's his mobile phone?
Answer: ______________________



2 What's her mobile phone connected to?
Answer: ______________________



3 Why isn't she using her iPod?
Answer: ______________________



4 Which items of technology does he have with him?
Answer: ______________________



5 How many mobiles has she got?
Answer: ______________________



6 What gadgets does he have?
Answer: ______________________

Now watch again and check your answers.

New words

Part 3

cabinet /ˈkæbɪnət/ *n.* 柜；橱

charge *v.* 使（充电）

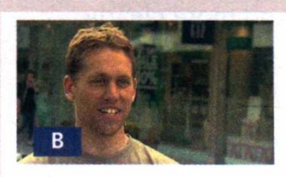
Part 4

devastated /ˈdevəˌsteɪtɪd/ *a.* 震惊的；悲痛欲绝

5 *Are there any items of technology they couldn't live without?* Look at the people below and read the statements. Then watch Part 4 of the podcast and fill in the blanks.



I couldn't live without my computer. Um, why not? Because I'm 1) ______ ______________. It broke down once for three weeks and I felt like 2) ____ ________________ had left me – I'm not even married.



I couldn't live without 3) __________ __________. I could probably live without my 4) ____________. I quite like leaving it turned off for a while. But er, the laptop's 5) ____________.



My phone. I think 6) ______________ ______, I don't need anything else.



I don't think I could live without my mobile phone. And I couldn't live without the 7) ____________, and I couldn't live without the 8) ________ – because I depend on them.

Now watch again and check your answers.

6 Work in pairs and discuss the questions.

1 How do you feel about technology?
2 What items of technology do you have with you at the moment?
3 What items of technology could / couldn't you live without? Why?

Listening

BEFORE ▶ you listen

1 Work in pairs and answer the questions.

1 How much time do you spend on the Internet every day?
2 What do you usually do when you surf the Internet?
3 Do you get distracted when you work or study online?



LISTENING SKILLS

Listening for agreement and disagreement

When people are having discussions about a topic, after one point of view has been put forward, the other people may agree or disagree with it. If you want to identify other people's opinions, one strategy that might help is to listen for expressions showing agreement or disagreement. Listening for these expressions will help you know not only whether these people are agreeing or disagreeing, but also how strongly they agree or disagree, thus understanding their points of view more easily and more clearly.

When you hear expressions like *I agree with your point, I'm with you on that point, That's a good point, That's true, I think you're right, I think that is a good idea*, etc., it is easy for you to know the speaker agrees with what other people say. If you hear the speaker use stronger expressions like *You can say that again, I couldn't agree more*, or use adverbs like *completely, exactly, absolutely*, and *totally* as in the examples *That's exactly my opinion, That's absolutely true*, it is safe for you to draw the conclusion that the speaker strongly agrees with other people.

When you hear the speaker use expressions such as *I disagree with your idea, I'm afraid I don't agree, That's not always true, That's not always the case, I'm not sure about that*, and *You can't actually mean that*, it is clear that the speaker doesn't agree with what others say. And expressions like *I couldn't accept that idea for a minute, I don't agree at all, I'd say the exact opposite, How can you say such a thing*, and *I'm afraid I totally disagree* show the speaker's strong disagreement.

Sometimes, however, the speaker might not show absolute agreement or disagreement. Instead, they may use expressions like
That's true, but ...
There's something there, I suppose; however ...
Yes, I agree up to a point; however ...
Well, you have a point there, but ...
I guess your idea could be right, but ...
That makes sense; however ...
I see what you mean, but ...
Interesting, but ...

The first part of these expressions shows agreement or partial agreement, while the second part usually gives opposing or contrasting ideas, so these expressions are usually regarded as a way of expressing agreement with reservations or more often a polite way to show disagreement.

In the following exercises you are going to listen to three people discussing the Internet. Pay attention to the expressions they use to show agreement and disagreement and identify each speaker's attitude toward the Internet.

New words

wilf /wɪlf/ *v.* 随意浏览（网页）
Facebook 脸谱（社交网络服务网站）
Myspace 聚友（在线交友平台）
addict /ˈædɪkt/ *n.* 对……着迷的人
addicted /əˈdɪktɪd/ *a.* 上瘾的；沉迷的

Culture notes

wilf: a term derived from the sentence "what was I looking for?" meaning surfing the Web without any real purposes

Facebook: a social networking service and website. Facebook became the largest social network in the world with more than one billion users as of 2012, and about half of that number were using Facebook every day. Users may create a personal profile, add other users as friends, exchange messages, and receive automatic notifications (通知) when they update their profile.

Myspace: a social networking website with a strong music emphasis, owned by online advertising company Specific Media and pop star Justin Timberlake. It was founded in 2003. It distinguished itself from established social networking sites by encouraging musical artists to use the site to promote themselves.

WHILE ▶ you listen

2 Read the statements. Then listen to the discussion and check (✓) the true statements.

☐ 1 The men both use the Internet at work.
☐ 2 The woman thinks people shouldn't use the Internet when they are at work.
☐ 3 The men both think that using the Internet is a waste of time.

Now listen again and check your answers.

3 Read the questions. Then listen to the discussion again and complete the answers to the questions.

1 According to the woman, what's the problem with workers who use the Internet at work?
Answer: Lots of workers spend ________________ ________________________________ instead of doing their work.

2 According to the woman, why are some university students failing their degrees?
Answer: Because they spend all their time checking Facebook and ________________________.

3 Why do the men disagree with the woman's opinion that people shouldn't use the Internet at work for anything other than work?
Answer: Because they think using the Internet helps to ________________, just like having a cup of coffee or ________________, or going to a bookshop or ________________ a pile of magazines.

4 In what way is reading books different from surfing on the Internet?
Answer: People aren't addicted to ________________ but can be addicted to the Internet.

5 What problems do people who are addicted to the Internet have?
Answers:
1) They spend too much time ________________ ________________________________.
2) They choose the Internet over ________________ ________________________________.
3) They forget how to ________________________.

Now listen again and check your answers.

AFTER ▶ you listen

4 Work in pairs and discuss the statements. Do you agree or disagree? Why?

1 You shouldn't believe what you read on the Internet.
2 It's better to talk to someone than to send them a text message.
3 Online books will mean the end of bookstores.

Viewing

BEFORE ▶ you view

1 Read the program information below and answer the questions.

1 What do you think the children will do when their televisions and video games are taken away?

2 How do you think the parents will feel during the experiment?

BBC

Panorama: Is TV Bad for My Kids?

Panorama is a BBC documentary series that looks at important issues. In this program Jeremy Vine does an experiment in the UK: For two weeks several families have to live without televisions, computers, and video games. Can they survive? What can we learn from the experiment? Watch to find out.

New words

Panorama /ˌpænəˈrɑːmə/《全景》（由BBC创办的电视公共事务栏目）

ration /ˈræʃn/ *v.* 定量配给；定量供应

unglue /ʌnˈgluː/ *v.* 硬使分开

outskirts /ˈaʊtˌskɜːts/ *n.*（*pl.*）近郊；市郊

numeracy /ˈnjuːmərəsi/ *n.* 识数；计算能力

warm-up /ˌwɔːm ˈʌp/ *n.*（跳舞、运动等前做的）热身运动，准备活动

buckaroo /ˈbʌkəruː/ *n.* 牛仔（尤对儿童说话时用）

beforehand /bɪˈfɔːhænd/ *ad.* 预先；事先



WHILE ▶ you view

2 Read the statements. Then watch the video clip and check (✓) the true statements.

☐ 1 Some people believe that children who watch too much TV get fat.

☐ 2 The program *Panorama* went to a secondary school in Manchester.

☐ 3 The children were given a camera to record what would happen.

☐ 4 The parents had to work a lot harder when there were no TVs.

☐ 5 After the experiment, the families watched the same amount of TV as before.

Now watch again and check your answers.

3 Read the questions and the answer choices. Then watch the video clip again and choose the best answer to each question.

1 Why do some people suggest TV should be banned?
   A Because kids cannot learn from TV.
   B Because TV makes people addicted.
   C Because TV does a lot of harm to kids.
   D Because parents cannot live without TV.

2 How much time do children spend watching TV?
   A Children watch 32 whole days of television in the year when they are nine.
   B Children watch 32 whole days of television in the year when they are eight.
   C Children watch 84 whole days of television in the year when they are nine.
   D Children watch 84 whole days of television in the year when they are eight.

3 In this experiment, what will not be removed from people's homes?
   A The TV.
   B The PC.
   C The video games.
   D The microwave.

4 Why do the parents have to work harder without TV?
   A They have to teach their kids to count numbers.
   B They have to earn more money to buy games for their kids.
   C They have to cook more delicious food for their kids.
   D They have to spend more time playing with their kids.

5 What long-term effect does the experiment have on the participating families?
   A They don't watch TV in the morning anymore.
   B They have stayed away from TV since then.
   C They have a much better family atmosphere.
   D They spend more time watching news on TV.

Now watch again and check your answers.

AFTER ▶ you view

4 Work in pairs and discuss the questions.

1 Do the parents think the experiment is positive? Why or why not?

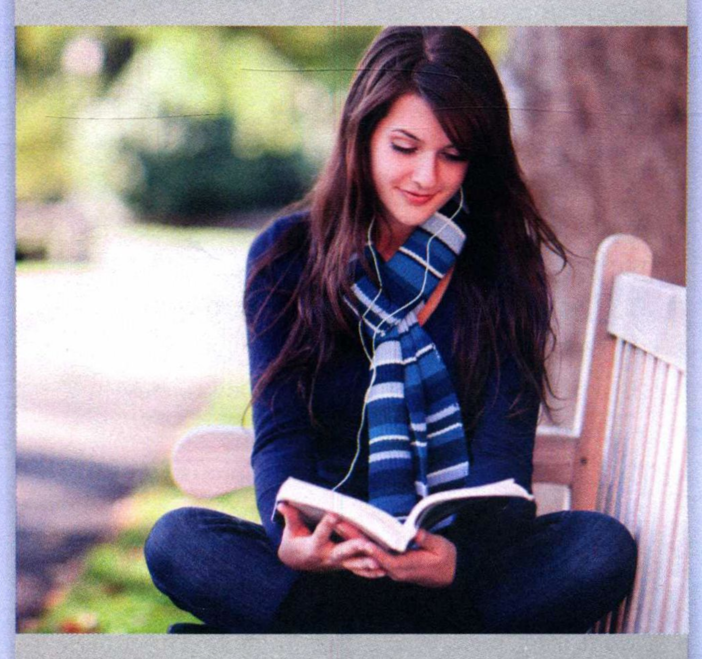
2 What do you think of the experiment? Do you think it is a good idea?

3 Is TV a blessing or a curse? Why?

Speaking for communication

Imitation

Listen to the following statements and read them out loud.



1. I couldn't live without my mobile phone because I plan my life with it. (Sharing)

2. I sort of have every latest gadget as it comes out. (Sharing)

3. I don't think people should use the Internet at work, unless you need it for your work. (Listening)

4. It makes our kids fat, teaches them to be violent, and rots their brains. (Viewing)

5. I met some of the parents to see if they are making any long-term changes at home. (Viewing)

Role-play

1 Read the table. Then listen to two speakers talking about essential gadgets. Put a tick (✔) in the correct column and complete the table.

Speakers	Gadgets	Essential	Not essential	Reasons
1	Mobile phone			I use it 1) ________________. I love talking to people, and 2) __________.
	MP3 player			
	Television			I don't 3) ________________.
	Digital camera			I'm 4) __________ at taking photos anyway.
	Laptop			I use my laptop 5) ________________, so yes, I need that.
2	Mobile phone			I need it in case there's 6) ________________ and I have to call someone. Or if there's 7) ________________ one of the children.
	TV			
	Laptop			I need a computer to 8) ________________ and keep in touch with people.
	Digital camera			9) ________________ can take the photos!
	MP3 player			

2 Read the table. Then listen to the talk again and match the expressions about essentiality in the right column to the gadgets in the middle column.

Speakers	Gadgets	Expressions
1	1) Mobile phone	**a** I suppose it's not essential.
	2) MP3 player	**b** Not essential.
	3) Digital camera	**c** I couldn't live without ...
2	1) Mobile phone	**a** That's essential really.
	2) TV	**b** I don't go anywhere without ...
	3) Digital camera	**c** I suppose I don't need that.

SPEAKING SKILLS

Expressing essentiality

In the previous recording, you hear two speakers talking about essential gadgets. They use many different expressions to show whether a gadget is essential or not. Expressing essentiality is the speaking skill you are going to learn in this unit.

When you talk about the latest electronic gadgets, or when you go shopping with friends, you often need to express the importance of something to yourself. Do you find it necessary and indispensable? Or is it something useful but not so essential? Using different expressions, you may show different attitudes toward things according to the degree of essentiality they've displayed in your life.

For example, if you are a music lover, you may find an iPod very important to you, so you can use expressions like *I need it, I use it every day, I can't live without it,* etc. to show its importance in your life.

On the contrary, suppose you are persuaded to buy a camera, but actually you are not very interested in photography, then you may use expressions like *(I suppose) I don't need it, I can live without it,* etc. to show it's not that essential to you.

Please refer to the following table for more expressions that can be used to express essentiality.

Essential	Not essential
• That's essential. • … is essential to … • I use it all the time / every day. • I couldn't live without … • It's good / important because … • I don't go anywhere without it. • I take it everywhere. • I need it in case … • It's very useful.	• I can go without … • I can do without … • I suppose it's not essential.

3 Work in pairs and role-play the following situations. Use the skills for expressing essentiality.

Situation 1
What electronic gadgets should we buy?

A You are a designer. You are shopping in an electronics store with B, to whom you're newly married. Describe the essentiality of different gadgets (mobile phone, laptop, MP3 player, DVD player, digital camera, digital TV, iPad, PSP, etc.) and discuss with B which items to buy.

B You are a secretary. You're newly married to A. Discuss the necessity of buying these gadgets with A. Then decide on which items to buy.

Situation 2
What stationery items should we buy?

A You're a college student. You're shopping at a stationery store with your classmate B. Describe the essentiality of different stationery items (pencil, eraser, ruler, notebook, etc.) and discuss with B which items to buy.

B You're A's classmate. Discuss the necessity of buying these items with A. Then decide on which items to buy.

Group discussion

Sharing experiences and feelings of playing computer games

Get ideas

1 Read the notes. Then listen to a passage about someone's experiences and feelings of playing a computer game *The Sims*. Work in pairs and complete the notes.

Day 1

1 I choose 1) ___________ characters and go to Blazing Falls.
2 We build a house 2) _________________.
3 When I've finished, I have a feeling of 3) _____ ____________.

Day 2

1 I walk into a house with 4) ___________ people.
2 I feel nervous because I've never 5) ___________ _______ to strangers before.
3 I type "6) ___________". No one answers. I feel uncomfortable and 7) ___________.
4 I type something again, feeling like 8) _____ __________ at school who nobody wants to talk to.
5 I get 9) ___________ and leave to talk to 10) _________________.

Day 3

1 I send Troy into 11) _______________.
2 He is 12) ___________ so when he walks in, people 13) ___________.
3 I'm 14) _________________ with my new friends. In real life, I 15) _______________ for ages. I'm amazed by the good feeling I get.

Discuss and organize ideas

2 Work in groups and discuss the following questions about computer games.

1 What computer games do you usually play?
2 Why do you like playing these games?
3 What new experiences do you have in the games?
4 Whose experiences in computer games impress you the most? Why?

3 Prepare for a presentation of the most impressive experience. Use the following outline to organize your ideas.

The name of the computer game: ____________

____

____

The reasons for playing the game:

____

____

____

____

The things people can do in the game:

____

____

____

____

The new / different experiences people may have in the game:

____

____

____

____

____

How I feel about the experiences:

____

____

My opinions on computer games:

____

____

____

____

Present ideas

4 Present the most impressive experiences of playing computer games in your group to the class. Before you begin, refer to the checklist below to see if you are ready.

Checklist
☐ Speak clearly about my experiences and feelings of playing computer games.
☐ Provide enough and convincing reasons for my choice.
☐ Make use of appropriate expressions.
☐ Use different types of sentences when speaking.
☐ Use appropriate intonation patterns.

Further practice in listening

Short conversations

New words

turn a blind eye (to sth.)（对某事物）视若无睹，装作看不见
disheartened /dɪsˈhɑːtnd/ *a.* 沮丧的；灰心的
let the cat out of the bag（尤指无意中）泄露秘密

Listen to five short conversations and choose the best answer to each question you hear.

1 A Choose a simple task for his term paper.
 B Search for information on the Internet.
 C Spend more time on his term paper.
 D Read more books in the library.
2 A He will take his son out of school at once.
 B He will turn a blind eye to his son's behavior.
 C He will tell his son not to take his phone to school.
 D He will tell his son not to send text messages in class.
3 A They are so serious about dating.
 B They are reluctant to start a romantic relationship.
 C They are reluctant to make dating a true story.
 D They are not very likely to get involved in online dating.
4 A How to make an online presence of herself.
 B Which line of business she should do.
 C How to promote her online business.
 D Which online platform suits her needs.
5 A The man should keep a close eye on his cat.
 B The man should look for help on the Internet to find his cat.
 C The man's personal information was leaked online.
 D The man should register on some online social networking websites.

Long conversation

New words

Wii /wiː/ 日本任天堂公司于2006年发布的家用电视游戏机

Listen to a long conversation and choose the best answer to each question you hear.

1 A He told his grandmother funny stories.
 B He taught his grandmother how to use electronic gadgets.
 C He cleaned up his grandmother's apartment.
 D He helped his grandmother move to Washington D.C.
2 A She refuses to have any new electronic gadgets.
 B She is unable to use her household electronic items.
 C She has difficulty adapting to the life in this new city.
 D She orders the man to set up household electronic items.
3 A They are both reluctant to learn how to use electric items.
 B They are both learning how to use emails.
 C They are both too old to try anything new.
 D They both take lessons to use electronic items.
4 A Get her easy and fun Wii golf games.
 B Spend time playing Wii tennis with her.
 C Try to make her interested in electronic items.
 D Buy her video games made for elderly people.

Passage 1

Listen to a short passage and choose the best answer to each question you hear.

1 A Virtual image.
  B Virtual pastime.
  C Virtual equation.
  D Window shopping.

2 A Shopping websites.
  B Travel websites.
  C Music websites.
  D News websites.

3 A People under 25 were more likely to wilf than those aged 55 and above.
  B Women confessed that wilfing damaged the relationship with their partners.
  C Internet users spent no more than 30 percent of their Internet time wilfing.
  D Women tended to spend more time wilfing on the Internet than men.

4 A By using appealing advertisements.
  B By using transferring mechanisms.
  C By linking with popular websites.
  D By using pop-up technology and bulk emails.

New words

surf /sɜːf/ *v.* 在互联网上冲浪；上网浏览信息
pastime /ˈpɑːsˌtaɪm/ *n.* 消遣；娱乐
occasional /əˈkeɪʒn(ə)l/ *a.* 偶尔（发生）的
pop-up /ˈpɒp ˌʌp/ *a.* 弹出式的
pointlessly /ˈpɔɪntləsli/ *ad.* 毫无目的地
pull /pʊl/ *n.* 吸引力；影响力
poll /pəʊl/ *n.* 民意调查
pointless /ˈpɔɪntləs/ *a.* 无用的
preserve /prɪˈzɜːv/ *n.* （某人或某个团体的）专有领域，独有活动
absent-mindedly /ˌæbs(ə)nt ˈmaɪndɪd/ *ad.* 心不在焉地

Culture notes

YouGov: an international Internet-based market research firm launched in the UK in May 2000. YouGov is a member of the British Polling Council.



Passage 2

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

The New York Police Department (NYPD) announced it will form a new unit to search social media as part of the combined efforts against criminals. This is an official 1) ___________ to criminals' growing use of some websites to plan and celebrate 2) ___________ achievements.

A police chief, Kevin O'Connor, is 3) ___________________ an NYPD unit created specifically to comb social media sites like Facebook, Twitter, and BlackBerry Messenger for information on planned crimes and their offenders.

The efforts against criminals have linked social media to increasing incidents of robberies in the United States and the recent rioting in London. Public safety agencies are 4) ___________ looking to step up their efforts in order to better protect citizens against these trends.

In the London riots in particular, the police suspect the rioters 5) __________________ BlackBerry Messenger to coordinate and plan their riots. Police there are working with BlackBerry Messenger to identify those messages that are 6) __________________ burning and robbing London stores.

BlackBerry Messenger and other smartphone messaging services make it hard for the police to 7) ___________ criminal activity, especially if they aren't as 8) __________________ the technology as the offenders are. The NYPD unit intends to educate officers about such technology to 9) ___________ this defect.

For social media providers and smartphone makers, the criminals' preference for their products is putting them in the sticky position of determining how to assist police efforts without 10) ___________ lawful customers' privacy.

New words

comb /kəʊm/ *v.* 彻底搜寻
offender /əˈfendə/ *n.* 罪犯
robbery /ˈrɒbəri/ *n.* 抢劫
rioting /ˈraɪətɪŋ/ *n.* 暴乱
rioter /ˈraɪətə/ *n.* 参加暴乱者；聚众闹事者

Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about technology and its influence on our lives.	☐	☐
I can listen for agreement and disagreement.	☐	☐
I can use a variety of expressions to talk about essentiality.	☐	☐
I can talk about my experiences and feelings of playing computer games.	☐	☐



Discovering your true identity

Learning objectives

- talk about your family
- take notes in a T-chart
- introduce an opinion
- create a new identity in a computer game

Opening up

Work in pairs. Look at the words in the box and answer the questions. Look up new words in a dictionary if necessary.

boss and employee
classmates
teammates
partner
landlord and tenant
godfather and godmother
in-laws
mentor and pupil
fiancée and fiancé
member

1 Which pair works together?
2 Which pair promises to help guide a child through life?
3 Which pair is going to get married?
4 Which pair involves one person learning from the other?
5 Which pair involves one person renting a room from the other?
6 Which word describes people who play in the same sports team?
7 Which word describes people who go to the same class?
8 Which word describes a person who is part of a club?
9 Which word is a general word for "someone who you do something with"?
10 Which word refers to the members of your husband's or wife's family?

Listening to the world

Sharing

1 Watch a podcast from the beginning to the end for its general idea.

2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Pasha uses.

VIDEO PODCAST

BBC

Hello. My name is Pasha. I work for the BBC and I do a lot of DJing in my spare time. Originally, I 1) ______________ ______ Moscow, but 2) ____________________ lives in New York now. Today I'm 3) ____________________ about their families. Tell me about your family.

Now watch again and check your answers.

New words

Part 1

DJ *v.* 担任唱片播放员；当音乐节目主持人

Part 2

stepfather /ˈstepˌfɑːðə/ *n.* 继父

Brighton /ˈbraɪt(ə)n/ 布莱顿（英国英格兰东南部旅游城市）

Toronto /təˈrɒntəʊ/ 多伦多（加拿大东南部港市）

Culture notes

Brighton: a town, historic county of Sussex, England, which makes up the major part of the city of Brighton and Hove. It is a seaside resort on the English Channel, 51 miles south of central London. It has been a popular place for holidays since the 18th century.

Toronto: the provincial capital of Ontario, located on the northern shore of Lake Ontario. It has the most populous（人口稠密的）metropolitan（大城市的）area in Canada and, as the most important city in Canada's most prosperous province, is the country's financial and commercial center.

3 *What do they know about their family?* Look at the people below and read the questions. Then watch Part 2 of the podcast and match the questions 1-6 to the people A-F.

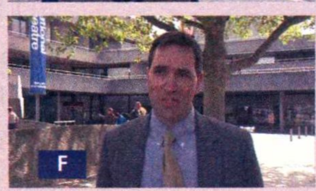












____ 1 Who lives near his parents?

____ 2 Whose parents have lived in England for 25 years?

____ 3 Who has six younger brothers and sisters?

____ 4 Whose father passed away about 20 years ago?

____ 5 Who has a very good relationship with her sister?

____ 6 Who gets on very well with her brothers?

Now watch again and check your answers.





New words

Part 3

sibling /ˈsɪblɪŋ/ *n.* 兄弟；姐妹

conscientious /ˌkɒnʃiˈenʃəs/ *a.* 谨慎的；认真的；负责的

reserved /rɪˈzɜːvd/ *a.* 沉默寡言的；含蓄的；矜持的

Part 4

retrace /rɪˈtreɪs/ *v.* 追查

Belfast /ˌbelˈfɑːst/ 贝尔法斯特（英国北爱尔兰东部港市）

Culture notes

Belfast: city, district, and capital of Northern Ireland. It became a city by royal charter in 1888. After the passing of the Government of Ireland Act, 1920, it became the seat of the government of Northern Ireland.

4 *In what ways are they like their parents or siblings?* Look at the people below and read the statements. Then watch Part 3 of the podcast and fill in the blanks.



I look a lot like my mom. We have, like, the same 1) __________ and build and face structure. And, I guess I have the 2) ________________ as her. We, sort of, have a very similar personality in the way we 3) ________________, (and) the way we express ourselves.



I don't think I'm very much like 4) ________________; I think she's very different from me. I think I'm 5) ________________ my father: We both have a, a 6) __________, "science type" mind, um ... and I like to think I'm conscientious like my mother.



I look quite a lot like my sister. But she's like 7) ________________ of me. And she's thinner. And then, my mom, she's a bit more er, reserved, so she's very 8) __________ and my dad is a lot 9) __________, a lot more enthusiastic.



Um, I'm 10) ________________ like my dad, and, but can get quite, um, I think, maybe passionate like my mom.



I'm not very like 11) ________________. Um, they are very similar to each other, but I'm 12) ________________. I'm ... they're more like my mom. I'm more like my dad.

Now watch again and check your answers.

5 *What do they know about their family history?* Look at the people below and read the statements. Then watch Part 4 of the podcast and check (✔) the true statements.



☐ 1 She found her name was of Scottish origin.



☐ 2 His family has a history of about four or five hundred years on his father's side.

☐ 3 His mother and her twin sister were adopted from southwest Scotland.



☐ 4 He started to retrace his family roots three years ago.

☐ 5 He went to Belfast and found the house where his great-grandfather was born.



☐ 6 She would like to look into her family history in the future.

Now watch again and check your answers.

6 Work in pairs and answer the questions.

1 Where did your ancestors come from?
2 Are you related to anyone famous? If yes, who is he / she?
3 Which members of your family do you feel close to?
4 Have you ever met your great-grandparents? What do you know about them?
5 What family characteristics have you inherited?
6 Who in your family do you take after?



Listening

BEFORE ▶ you listen

1 Work in pairs and answer the questions.

1 Which do you know better: your mother's or your father's side of the family?
2 What types of job do most of your relatives do?
3 How many people are there in your immediate family?

New words

Mellows /'meləʊs/ 梅洛斯
Yorkshire /'jɔːkʃɪə/ 约克郡（英国英格兰原郡名）
advisor /əd'vaɪzə/ *n.* 顾问
incredibly /ɪn'kredəbli/ *ad.* 非常地
Knowle /nəʊl/ 诺尔
eccentric /ɪk'sentrɪk/ *n.* 怪人
barking mad /ˌbɑːkɪŋ 'mæd/ *a.* （*infml.*）完全疯狂的
descend /dɪ'send/ *v.* 为某人的后代
lot *n.* 一群人

LISTENING SKILLS

Taking notes in a T-chart

Listeners often need to take notes while listening. If the listening task involves analyzing or comparing two aspects of a topic, it is highly recommendable to use a T-chart to take notes. A T-chart, as its name suggests, is a T-shaped graphic organizer in which information is divided into two columns, each with an appropriate heading, thus allowing its users to conveniently list or examine two ideas or two facets of a topic. Specifically, a T-chart is useful in helping graphically organize thoughts by comparing the advantages and disadvantages, evaluating the pros and cons of a topic, listing facts and opinions of a theme, or listing any two characteristics of a topic.

Now you are going to listen to an interview in which a man describes his family history and introduces his family members on both his mother's side and his father's side. Use a T-chart to take notes of the interview in terms of origin, occupation, and personality of his family members.



WHILE ▶ you listen

2 Read the T-chart. Then listen to the interview and complete the T-chart.

	His mother's side	His father's side
Origin	They all came from Yorkshire.	They came from Holland with William of Orange in 1) ___________. His ancestor was William of Orange's closest 2) ___________ for the Glorious Revolution.
Occupation	Most of his ancestors were either 3) ___________, or in the church, or 4) ___________.	
Personality	They were very 5) ___________ apparently.	His ancestors were 6) ___________ dull, until his grandfather married a woman whose 7) ___________ was Knowle. They're all eccentrics, lovely and 8) _____ ___________.

Now listen again and check your answers.

AFTER ▶ you listen

3 Recall two memorable events about your family and write down the related names, dates, and places. Then work in groups and take turns to explain what you wrote.

	No. 1	No. 2
Names		
Dates		
Places		

Viewing

BEFORE ▶ you view

1 Read the program information below and answer the questions.

1 Have you ever experienced *Second Life*? If not, would you like to spend time there? Why or why not?
2 In addition to what has been mentioned in the program information, what else do you expect to be able to do in a virtual community like *Second Life*?



BBC

The Money Program: Second Life

This BBC program investigates *Second Life*, a virtual world with its own communities. In *Second Life*, you reinvent yourself: You choose a different name, change your appearance in any way you want and get a new personality. What is more, *Second Life* is a world of endless pleasure. You can go shopping, take English classes, meet and chat to people from all over the world, live in a perfect house on a magical island and even make money. There's only one rule in *Second Life*: There are no rules!

WHILE ▶ you view

2 Read the notes. Then watch the video clip and fill in the blanks.

I *Second Life* (general introduction)
- It's a virtual world full of strange 1) __________ and towns and buildings created by people who live here.
- The rules in Second Life are: 2) __________ __________.

II Reinventing yourself
- Once you have created 3) __________, you create an avatar, which is basically 4) __________ version of yourself.
- You can choose your new body. You can be female, 5) __________, or even something called a "Furry" – 6) __________ __________, half human.
- You can 7) __________ your appearance. You can look tall or 8) __________ or fat or skinny.
- You can alter your 9) __________ and get a hairdo.
- You can tweak your 10) __________.
- Finally you 11) __________ an outfit.

III Socializing
- *Second Life* is all about creating your own online 12) __________ and socializing: It's going to online concerts, going into 13) __________ and trying on shoes; it's dressing up.
- *Second Life* claims to have 14) __________ __________ individual residents from all over the world living there. You can go up to anyone and 15) __________.

Now watch again and check your answers.

New words

avatar /ˈævəˌtɑː/ *n.* 化身图像（在电脑虚拟世界里用来代表自己的人物、动物或其他符号）
skinny /ˈskɪni/ *a.* 瘦削的；皮包骨的
hairdo /ˈheəˌduː/ *n.* 发型
tweak /twiːk/ *v.* 对……进行小小的改进
outfit /ˈaʊtfɪt/ *n.* 全套服装
spiky /ˈspaɪki/ *a.* （头发）挺直的，竖起的
resident /ˈrezɪd(ə)nt/ *n.* 居民

Culture notes

***Second Life*:** a life-simulation（模拟）network on the Internet created in 2003 by the American company Linden Research, Inc. The game reached its peak in the mid-to-late 2000s, but has declined since then.

avatar: a picture of a person or animal that presents you on a computer screen. In Second Life, avatars can be either created by the users or bought pre-made. Almost every aspect of an avatar is fully customizable（可定制的）. Avatars may take any form users choose, ranging from lifelike（逼真的）humans to robots, animals, plants, and mythical（神话故事中的）creatures, or resembling users themselves as they are in real life.

Brad Pitt: an American actor and film producer known as much for his versatility（多才多艺）as he is for his handsome face. By 2012, he has received four Academy Award nominations（提名）and five Golden Globe Award nominations, winning one Golden Globe.

Les Dawson: a popular English comedian and writer. His sardonic（嘲讽的）put-downs（奚落的话）were most often aimed at mothers-in-law, bosses, and other figures of everyday authority that his audiences could take delight in ridiculing（嘲笑）.

AFTER ▶ you view

3 Work in pairs and discuss the questions.

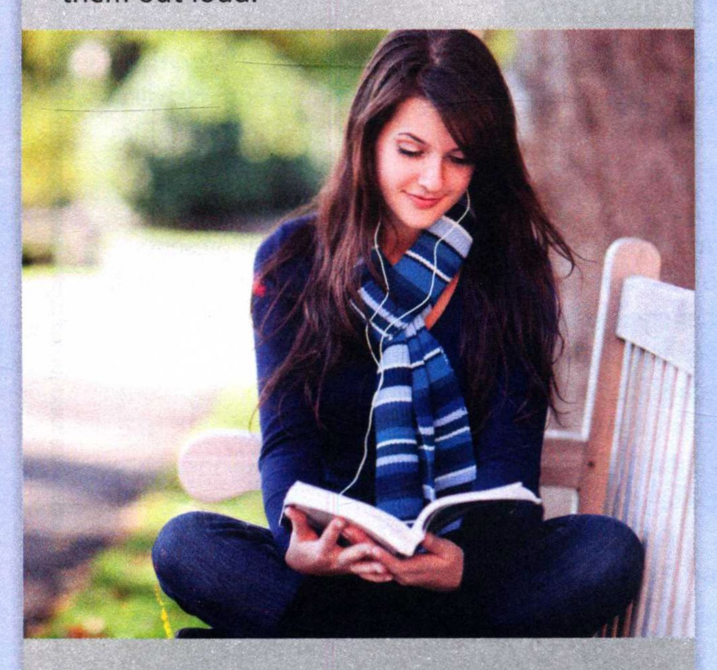
1 What might you enjoy about *Second Life*? What would you not like about it?
2 Do you think that people could become addicted to *Second Life*? Why?
3 What do you think are the positive and negative effects of *Second Life* on its users' real life?



Speaking for communication

Imitation

Listen to the following statements and read them out loud.



1 We, sort of, have a very similar personality in the way we think about things, the way we express ourselves. (Sharing)

2 I don't know very much about my family history, but I'd like to look into it in the future. (Sharing)

3 So on that note, which members of your family do you feel close to, would you say? (Listening)

4 Once you've created an account, which you do for free, you create an avatar, which is basically a digital version of yourself. (Viewing)

5 *Second Life* claims to have over three million individual residents from all over the world living there. (Viewing)

Role-play

New words

CV *abbr.* **curriculum vitae** 简历；履历
query /ˈkwɪəri/ *n.* 问题；疑问

1 Read the questions. Then listen to three conversations and answer the questions.

Conversation 1

1 What does the man want to practice?
2 What types of classes are there in the afternoon?

Conversation 2

1 What did the girl organize at the summer camp?
2 What "can be difficult" according to the interviewer?

Conversation 3

1 What does the man want to know?
2 Why are online courses more difficult than face-to-face courses, according to the interviewer?

2 Listen to the three conversations again and write down the expressions that are used to introduce an opinion.

Conversation 1: 1) ____________________
Conversation 2: 2) ____________________
3) ____________________
Conversation 3: 4) ____________________

SPEAKING SKILLS

Introducing an opinion

In the previous three conversations you may find that native speakers use different expressions to introduce opinions. In English there are many ways to give opinions. What expressions you choose actually depends on how you want to express your opinions.

First, the expressions you choose depend on how strongly you want to express your opinion.

- If you want to give your opinion neutrally, you can use expressions like *I think …*, *I feel …*, *I reckon …*, *For me (the most important thing is) …*, *One thing I'd like to say is that …*, *I'm afraid (that)…*, *I suppose …*, *I mean …*, *In my view / opinion …*, etc.
- If you want to give your opinion strongly, you can use expressions like *I'm sure that …*, *I'd have to say …*, *I have no doubt that …*, *I'm absolutely convinced that …*, *I strongly believe that …*, etc.

Second, the expressions you choose depend on how formally you want to express your opinion.

- If you want to give your opinion formally, you can use expressions like *In my view …*, *As far as I'm concerned …*, *The point I want to make is …*, *I'm convinced that …*, etc.
- If you want to give your opinion informally, you can use expressions like *For me …*, *I reckon …*, *I guess …*, *If you ask me …*, etc.

Please refer to the following table for more expressions that can be used to introduce an opinion.

Introducing an opinion	
• From my point of view,…	• As I understand it,…
• From my perspective,…	• It seems to me that,…
• I'm of the opinion / view that ...	• My personal view is that …
• It's my opinion / view / feeling / belief / understanding that ...	• Personally, I think …
• I hold the view that ...	• I'd say that …
• It's quite clear to me that ...	• I'd suggest that …
• As I see it,…	• I'd like to point out that …

3 Work in pairs and role-play the following situations. Use the skills for introducing an opinion.

Situation 1

An interview at a business school

A You are an employer at a famous business school. An applicant B wants to do a course at your school. Conduct an interview. You can ask B questions about his / her reasons for doing the course, work experience, expectation of the course and answer his / her queries about the school.

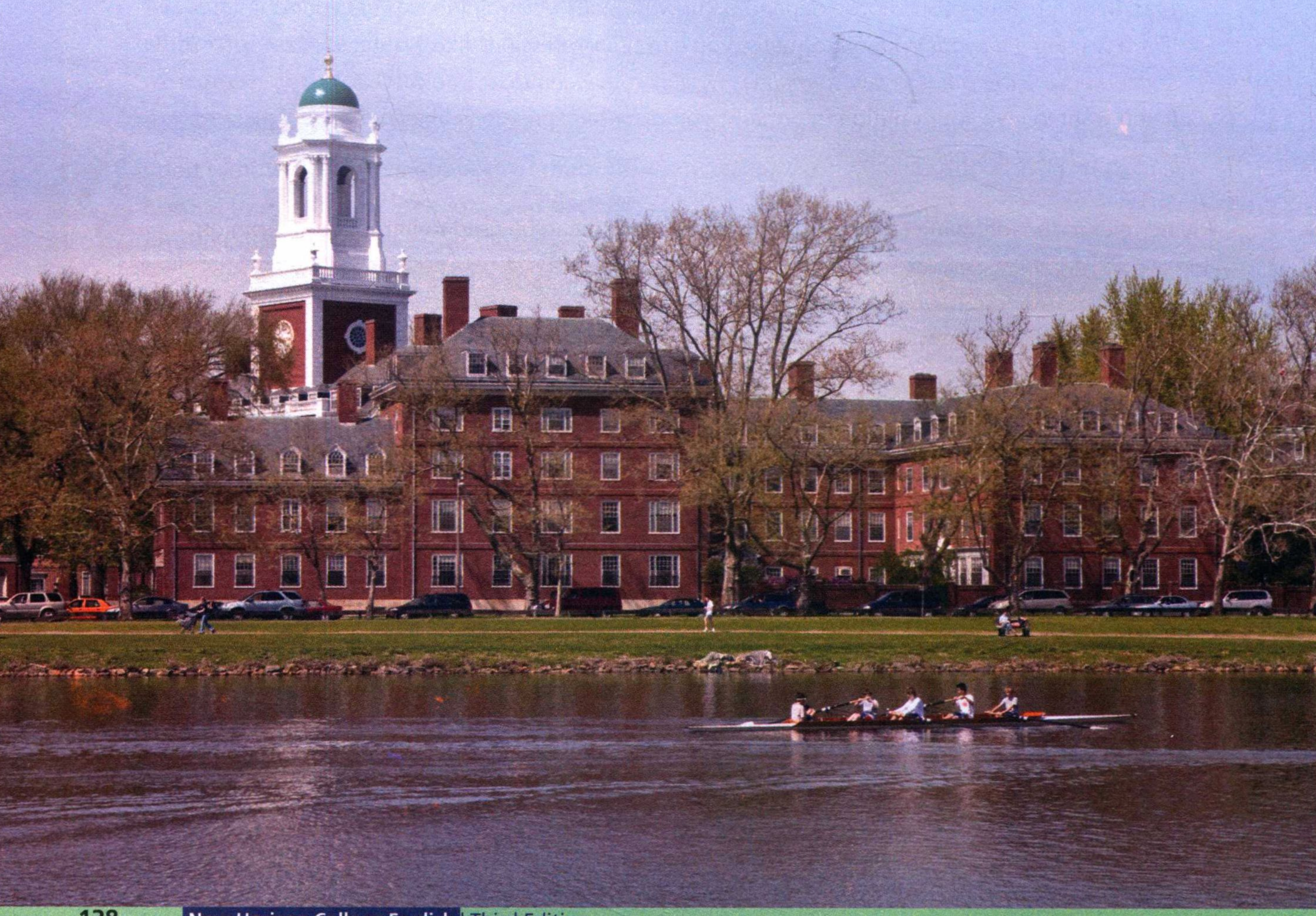
B You are an applicant who wants to do a course at a famous business school which A works for. Answer A's questions during the interview and ask questions about the school.

Situation 2

Shall we get an air conditioner?

A You are a college student. As summer approaches, the dorm you live in is getting increasingly hot. So you suggest installing an air conditioner. Discuss with your roommate B on this matter and express your opinions.

B You are A's roommate. You don't think it's necessary to install an air conditioner considering its cost. Discuss with A on this matter and express your opinions.



Group discussion Creating a new identity in a computer game

Get ideas

1 Read the questions. Then listen to a woman talking about her avatar and answer the questions.

1 Where did she hear about *Second Life*?
2 What did she change about her appearance?
3 What job did she decide to do in *Second Life*?
4 What is the "one thing that hasn't changed" for her in *Second Life*?
5 What type of buildings does she talk about?

2 Read the expressions. Then listen to the talk again and check (✔) the expressions you hear.

☐ 1 (You can) create a different version of yourself.
☐ 2 I reinvented myself as ...
☐ 3 I created a new image of myself.
☐ 4 I didn't change my appearance that much.
☐ 5 One thing I decided to alter was ...
☐ 6 One thing that hasn't changed is ...
☐ 7 My avatar is based on ...

Discuss and organize ideas

3 Work in pairs. Think of the following questions and create a different version of yourself in *Second Life*.

What would your appearance be like?
What kind of personality would you have?
What job would you like to do?
What is your dream?
What kind of people would you like to meet?
What kind of places would you like to visit?
...

4 Use the following table to organize information about the new identity you create. Then prepare for a presentation about your new identity.

Name	
Age	
Height	
Weight	
Hair color	
Eye color	
Personality	
Job	
Dream	
People I'd like to meet	
Favorite places to hang out	
Motto or personal philosophy	
...	

Present ideas

5 Work in groups. Describe your new identity to your group members by following the outline below. Before you begin, refer to the checklist below to see if you are ready.

I want to create a new image of myself.
One thing I decide to alter is my ...
I won't change ... that much.
The things that haven't changed are ...

Checklist
☐ Speak easily and clearly about my new identity.
☐ Use certain key phrases to introduce my opinions.
☐ Make use of appropriate expressions.
☐ Use different types of sentences when speaking.
☐ Use appropriate intonation patterns.



Further practice in listening

Short conversations

New words

maintain /meɪn'teɪn/ *v.* 维持；保持
divorced /dɪ'vɔːst/ *a.* 已离婚的；离异的

Listen to five short conversations and choose the best answer to each question you hear.

1 A He thinks that project manager will be a rather stable job.
  B He hopes that the woman can stay at this job for a long time.
  C He believes the job is good for the woman's career development.
  D He believes that position as a project manager is crucial.

2 A Cousins.
  B Uncle and niece.
  C Half-brother and half-sister.
  D Brother-in-law and sister-in-law.

3 A They will apply for more credit cards in their own names.
  B They will sell the stolen information for illegal gains.
  C They will use the credit cards in your name without paying the bills.
  D They will use the stolen information to get your good credit.

4 A She is quite impatient.
  B She is hard-working.
  C She is disagreeable.
  D She is considerate.

5 A He has already changed his job.
  B He went to the accounting office.
  C He went to see a professor of economics.
  D He went to have his hair cut yesterday.

Long conversation

New words

outgoing /ˌaʊt'ɡəʊɪŋ/ *a.* 好交际的；外向的

Listen to a long conversation and choose the best answer to each question you hear.

1 A Because he wanted to change his major.
  B Because his parents gave him much stress.
  C Because he had to make a crucial decision.
  D Because he had too many dream jobs in his mind.

2 A Students cannot change their major once they've decided.
  B Most students usually don't want to change their major.
  C Students are allowed to change their major only once.
  D Most students change their major at least once.

3 A He is a big picture kind of guy.
  B He is a detail-focused guy.
  C He is a quiet and easy-going guy.
  D He is a detail-focused and outgoing guy.

4 A Business.
  B Marketing.
  C Mathematics.
  D Computer design.

Passage 1

Listen to a short passage and choose the best answer to each question you hear.

1 A Two.
  B Three.
  C Four.
  D Five.

2 A Female bosses usually criticize them for their wrong doings.
  B Female bosses usually take no account of their situations.
  C Female bosses usually encourage them and guide them.
  D Female bosses usually enjoy working with them.

3 A Because they are more likely to be dismissed for poor work.
  B Because they want to do better than male managers.
  C Because they are quite good at solving problems.
  D Because they are barely functioning managers.

4 A Women managers are better managers than men.
  B Women managers often face a double standard.
  C Women managers are widely accepted and approved.
  D Women managers are recognized as more effective.

New words

managerial /ˌmænəˈdʒɪəriəl/ *a.* 管理的；管理者的
bossy /ˈbɒsi/ *a.* 爱发号施令的；专横的
demote /diːˈməʊt/ *v.* 将（某人）降职
competence /ˈkɒmpɪtəns/ *n.* 能力
bias /ˈbaɪəs/ *n.* 偏见

Passage 2

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

My great-great-grandparents were the first in my family to arrive in the United States, immigrating to this country from Europe. However, I am the first in my bloodline to arrive in the States, as I was adopted from South Korea in my 1) ___________. I have for the most part 2) ___________ the customs and practices of my adoptive parents because I was raised with their values and know nothing of my biological parents. I only 3) ___________ their family name.

The significance of my race has been 4) _______ ___________ my mind since my mother took my younger brother and me to Asian cultural 5) ______________ before we had even started school. She did this in an effort to 6) _______ ______ the lack of cultural diversity in the area; my brother and I were the only Asian children at school and in the community. Thus, the realization that there are different "types" of people, as far as race is concerned, actually came to me in meeting other South Koreans.

Attending college has helped 7) ___________ the idea of my cultural identity, for that was the first time I ever came in contact with other peoples en masse. I was finally able to 8) ___________ various races of students and faculty from around the world. Most of my life I had only been 9) __________________ white people, so being able to experience how other people lived allowed me to see how I was racially different. This encouraged me to learn more about these differences and how they truly affect how I live. Also, taking college courses with a multicultural focus 10) __________________ my perceptions concerning these differences and influences.

New words

immigrate /'ɪmɪˌgreɪt/ *v.* （为定居而从外国）移入
bloodline /'blʌdlaɪn/ *n.* 血统
infancy /'ɪnfənsi/ *n.* 婴儿期
adoptive parent /ə'dɒptɪv 'peərənt/ *n.* 收养孩子的家长
biological parent /ˌbaɪə'lɒdʒɪkl 'peərənt/ *n.* 生父 / 母
en masse /ɒn'mæs/ *ad.* 一起；全体

Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about my family.	☐	☐
I can take notes in a T-chart.	☐	☐
I can introduce an opinion.	☐	☐
I can describe a new identity I created.	☐	☐

UNIT 2

Role-play

Situation 1

Student B:



Situation 2

Student B:





U校园智慧教学云平台使用指南

欢迎使用U校园智慧教学云平台（以下简称"U校园"）！U校园为《新视野大学英语（第三版）视听说教程》数字课程提供支持，多终端自由切换，学习数据同步畅通，帮你实现随时随地泛在学习。

U校园为高等院校外语教学提供教、学、评、测、研一站式混合教学解决方案，通过生动优质的学习内容、高效便捷的教学工具、无缝对接的多终端支持，全方位提升学习体验和教学效果，为高校外语教学改革、混合式教学探索提供高效、便捷的支持与保障。平台采用基于数据的设计，应用数据科学和机器学习技术，建立学习模型，持续不断地分析教学活动和内容数据，为学习者提供个性化学习路径，为教师提供基于数据的学情预测和教学干预建议，实现智慧教学、智慧学习。

一、数字课程使用指南

你可以选择使用PC端或手机客户端进行账号注册和激活课程，操作说明如下：

（一）PC端操作步骤

STEP 1

在浏览器中打开U校园首页（u.unipus.cn），注册/登录。（尚未开通U校园的院校，请联系授课教师获取本校Unipus高校教学管理平台的登录地址、账号等相关信息。）

STEP 2

登录后，选择你所在的学校，输入你的学号和姓名，完成身份认证。

STEP 3

选择对应课程，输入教材封底的教材配套课程验证码，激活课程。课程仅需激活一次便可在不同终端学习。

（二）手机客户端操作步骤

STEP 1

扫描二维码，下载U校园App客户端（支持iOS和Android操作系统）。



U校园App

智慧课堂，随学随练

STEP 2

打开客户端，注册/登录。



STEP 3

登录后，选择你所在的学校，输入你的学号和姓名，完成身份认证。



STEP 4

选择对应课程，输入教材封底的教材配套课程验证码，激活课程。课程仅需激活一次便可在不同终端学习。

（三）客户端系统要求

PC端

- Windows 7操作系统及以上版本
- IE 10.0及以上版本、火狐（Firefox）、谷歌（Chrome）浏览器（不建议使用其他浏览器）
- Adobe Flash Player 11.0及以上版本

移动端

- 苹果iPhone：iOS 8.0及以上版本
- 安卓Android：Android 5.0及以上版本

二、外研随身学App使用指南

（一）外研随身学App简介

外研随身学App是为外语学习者设计开发的一款听课文、看视频、学单词、练口语的手机应用，帮你把教材放入口袋，随时随地，想学就学！

（二）操作步骤

STEP 1

扫描二维码，下载外研随身学App客户端（支持iOS和Android操作系统）。



外研随身学App

随时随地，乐学外语



STEP 2

打开客户端首页，体验课程。



STEP 3

注册／登录，选择对应课程，输入教材封底的教材配套课程验证码，激活课程。

STEP 4

开启移动学习之旅。

特别提示：

1. 每个教材配套课程验证码能且只能用于激活本教材在U校园上的配套数字课程和在外研随身学App中的配套课程；
2. 每个教材配套课程验证码在U校园和外研随身学App上可以分别使用一次，成功激活相应课程后即失效；
3. 激活成功后有效期为一年，请在开学初只输入本学期使用的教材配套课程的验证码。如果输入非本学期使用的课程验证码造成此课程过期而无法使用，外研社不负责补发验证码。

三、常见问题

1. 我的验证码为什么不能激活教材配套数字课程／外研随身学App中的配套课程？

请确认是否发生以下情况：

A. 输入验证码错误；

B. 输入的验证码与选择的数字课程不对应；

C. 验证码已经激活过了。所有的验证码只能激活一次教材配套数字课程和激活一次外研随身学App中的配套课程，不可重复使用。

如有其他疑问请咨询教师，由教师收集问题后统一咨询外研社客服中心。

2. 我的验证码还没有使用就丢失或损坏了怎么办？

验证码遗失不补，需联系教师或自行购买新的教材或学习卡。

3. 我能把我的账号和密码给我的同学使用吗？

不能，教师需要通过账号查询你的学习进度和答题情况并进行评估，如果和其他同学混用账号，教师将无法对你的学习情况进行客观评价。

4. 登录成功U校园后，为什么在学习中心没有看到我要学习的课程？

请联系任课教师进行开课设置，需要在任课教师完成设置后，方可看到相应课程。

5. 为什么外研随身学App课程中的音视频内容无法播放？

未下载的音视频内容，请确保在网络畅通的环境下进行播放；已下载音视频内容如无法播放，可以尝试重新下载，或者联系客服中心咨询。

6. 如何下载／删除外研随身学App课程中的音视频文件？

在每个单元目录页的右上角有一个下载按钮，点击可以下载本单元所有的音视频文件。在“设置”中选择“清除下载课程”，可以按教程或者单元来清除已下载的音视频文件。

7. 是否可以导出外研随身学App课程中下载的音视频文件？

音视频文件只支持客户端内下载和播放，不支持导出。

四、客服中心联系方式

邮箱： service@unipus.cn

电话： 400-898-7008

QQ： 2774182652

获取更多优质外语学习内容请扫描下方二维码关注Unipus微信公众号，每周七天源源不断的双语阅读、精彩赛事、外语考试与留学资讯，为你的外语学习保鲜。



Unipus微信公众号

外语新知，每天获取

U卡通使用说明

验证码

注意事项

1.每张U卡通的验证码只能使用一次，激活成功后自动失效。
2.本U卡通可用于激活数字课程或测试系统，由校方统一选定，二者择一。
3.激活成功后，使用有效期为6个月。
4.请在截止日期前使用本卡，逾期将被视为放弃，责任自负。
5.本U卡通不记名，不挂失，一经售出，概不退换。
6.北京外研在线教育科技有限公司对本U卡通有最终解释权。

使用期限

本U卡通可在（自教材印刷日期起）两年内激活使用。

使用流程

数字课程使用流程

访问U校园（u.unipus.cn）网站，完成在线注册，登录系统



选择真实学校信息



进行身份认证



激活本学期要使用的U卡通课程



开始学习

测试系统使用流程

联系本校教师，获取本校iTEST系统地址、用户名和密码，登录iTEST系统



完善个人信息



激活验证码



支持继续激活验证码（使用有效期按每张U卡通有效期累加）



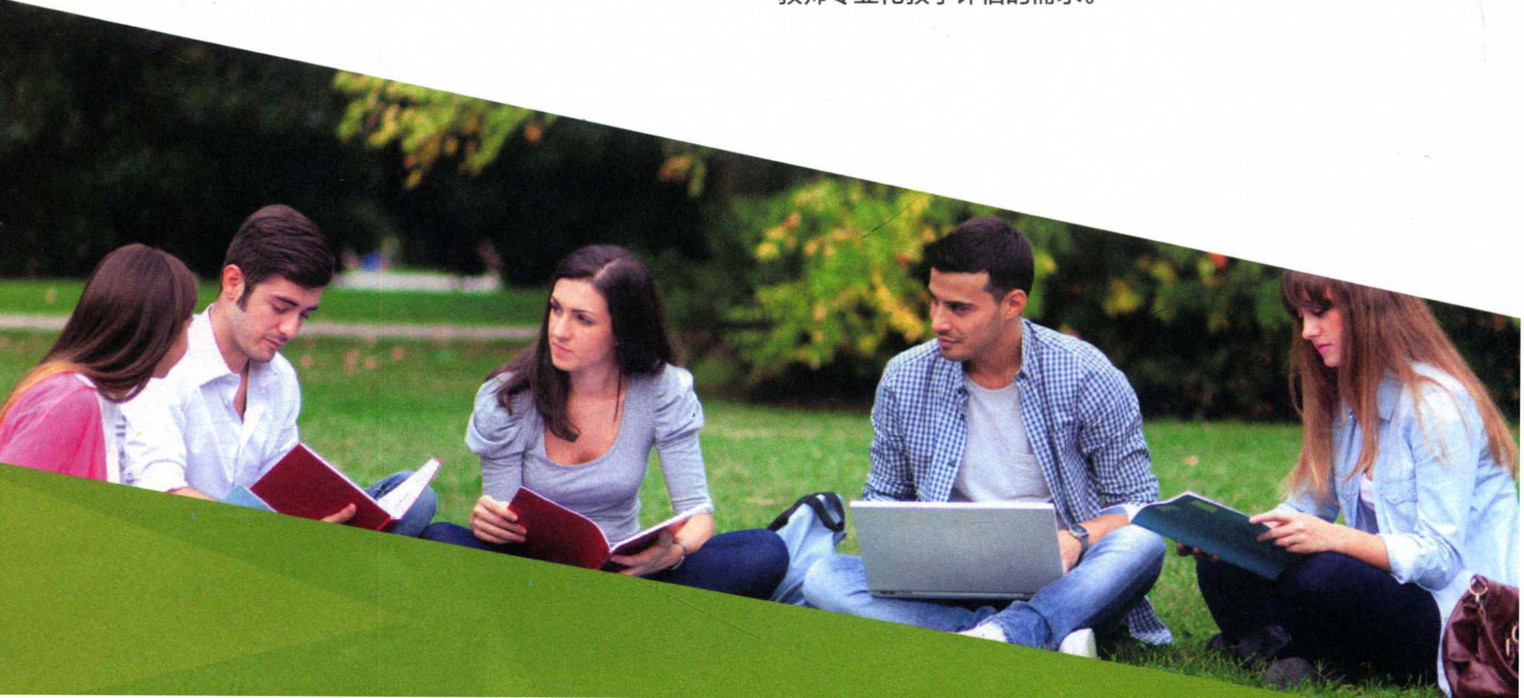
开始使用iTEST系统

U校园

U校园智慧教学云平台（以下简称U校园）是专注于为高校外语教学提供教、学、评、研一站式支持的在线教学云平台。平台集成了数字课程、课堂互动、备课资源、教学管理、综合测评、专项测评、教师发展、课程制作工具及自主学习资源库等各类功能模块，通过PC端与手机客户端的完美结合，利用稳定的云平台服务为高校外语教学改革、探索混合式教学提供高效、便捷的保障。

iTEST 大学外语测试与训练系统

iTEST 大学外语测试与训练系统（以下简称iTEST）是专注于为高校提供在线测评资源与服务的一站式测试云系统。iTEST系统支持学生进行四六级词汇、语法等基础训练和自主模考训练，支持教师进行自建题库、自动组卷、阅卷、成绩分析统计等个性化教学管理，集测试评估、自主训练、教学科研于一体。可全面满足高校在线标准化外语考试、学生个性化外语技能训练、教师专业化教学评估的需求。



NEW HORIZON COLLEGE ENGLISH 2
新视野大学英语 2

项目负责：谢　芸　荀晓鸣　孙　琳　　责任编辑：徐　洋　高亚丽　　装帧设计：郭　子

《新视野大学英语》（第三版）系列教材依据我国高等教育改革发展的新形势，针对国家、社会、个人对于英语课程的新需求，全新设计、全新编写而成。系列教材包括《读写教程》、《听说教程》、《视听说教程》、《综合训练》、《泛读教程》和《长篇阅读》。本教材吸收先进外语教学理念，融合优质国际教育资源，选取富有时代气息、体现国际视野的教学材料，经过科学严谨的设计编排，构建线上与线下结合的创新型、立体化教学体系，为新时代的大学英语教学提供丰富资源和有力保障。

教学理念先进有效　教材编写吸收国内外最新研究成果，突出自主学习能力培养，通过灵活的练习和丰富的策略讲解，以教师为主导、以学生为主体，帮助教师开展教学活动；教材倡导课堂教学和自主学习结合的混合式教学模式，鼓励个性化学习。

教学内容鲜活丰富　选篇话题新颖、内涵丰富，集思想性和趣味性于一体，注重观点的碰撞与互补，开阔视野，拓展思维；BBC原版音视频展现世界各国风土人情和真实的语言交际场景，有利于学生学习地道表达，提升跨文化交际能力。

练习设计科学创新　练习形式灵活多样，任务注重真实性，与学生的大学生活及未来发展密切相关；活动设计突出思维训练，培养创新能力、多元视角，以及解决实际问题的能力；练习编排循序渐进、环环相扣，有效提高学生的语言综合应用能力。

教学资源立体多元　教材提供丰富的教学资源，以及由课本、光盘、数字课程、移动学习资源构建的创新型教学体系；数字化互动教学平台为师生提供立体化的教学环境和便捷的教学管理功能，完备的助教资源为教师的教学与科研提供全方位支持。

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